REPORT RESUMES

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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. 8TH PROGRESS REPORT, NOVEMBER 1, 1965-FEBRUARY 1, 1966.

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SEVENTY-EIGHT PAROLEES IN THE CENTER'S DEMONSTRATION PROJECT SUCCESSFULLY COMPLETED VOCATIONAL COURSES AND WERE EMPLOYED. OF 83 INMATES IN TRAINING AT PRESENT, 21 HAD A LOW READING ABILITY WHICH PREVENTED THEIR COMPREHENDING THE SHOP RELATED STUDIES, BUT SPECIALLY DESIGNED MATERIALS OF VARYING LEVELS ARE BEING INTRODUCED INTO COURSES, AND OTHERS ARE SOON TO BE TRIED. FOLLOWUP FINDINGS INDICATING THAT TRAINING AND COUNSELING WERE NOT SUFFICIENT FOR THE COMPLETE RECLAMATION OF THESE OFFENDERS RESULTED IN A PROPOSAL FOR A YOUTH DEVELOPMENT CENTER TO EXTEND COUNSELING, TRAINING, PLACEMENT, AND FOLLOWUP SERVICES THAT HAVE BEEN HELPFUL TO AT LEAST 70 PERCENT OF DRAPER GRADUATES. PROGRAMED INSTRUCTION SEEMED TO BE AN APPROPRIATE MEANS OF LEARNING FOR THOSE WHO HAD A THIRD OR FOURTH GRADE READING ABILITY. DEFICIENT STUDENTS SPENT TIME IN THE READING LABORATORY OF THE ACADEMIC PROGRAM. APPROXIMATELY 30 PERCENT OF THE GRADUATES WERE EXPERIENCING SOME DIFFICULTY IN MAKING THE TRANSITION FROM PRISON TO A FREE SOCIETY. THE NEW FOLLOWUP COUNSELOR WAS RESPONSIBLE FOR FOUR GRADUATES' SUCCESS IN NOT BECOMING TECHNICAL PAROLE VIOLATORS. HE ALSO WORKED WITH PAROLEES' FAMILIES AND IS DOCUMENTING PROBLEMS TO HELP STRENGTHEN THE TRAINING PROGRAM. SOME CONTENTS OF THE APPENDIX ARE (1) COPIES OF PUBLICITY ITEMS, (2) QUALIFICATIONS OF NEW PERSONNEL, (3) SAMPLE EVALUATION AND REPORT FORMS, (4) A CLINICAL PSYCHOLOGISTS'S REPORT, (5) PAPERS ON PROGRAMED INSTRUCTION, EDUCATIONAL PROBLEMS IN CORRECTIONAL INSTITUTIONS, AND JOB ANALYSIS, AND (6) FOLLOWUP INFORMATION. (EM)

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8th PROGRESS REPORT

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EXPERIMENTAL AND DEMONSTRATION
MANPOWER PROJECT

FOR

Training and Placement
of Youthful Inmates

of

DRAPER CORRECTIONAL CENTER

at

ELMORE, ALABAMA

MANPOWER DEVELOPMENT
AND TRAINING ACT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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November 1, 1965 - February 1, 1966

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November 1, 1965 to February 1, 1966

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

It does little good to teach an inmate new skills and knowledge if his previous associations, his behavioral patterns and attitudes, and his defense mechanisms remain essentially unchanged from those which brought him into prison. Thus in rehabilitating an inmate, we are talking about modifying the "total person"--his academic and trade or skill deficiencies; his ethical, moral, and social skill deficiencies; and his inadequate self-concept. The greater the degree of success we have in bringing about total human effectiveness, the greater will be the inmate's chances for social and financial success upon release. Difficult though it may be, our undertaking hopes to achieve these changes in a relatively short period of time--a minimum of six months, a maximum of twelve. In addition to effective institutional training objectives, our program is committed to following graduates into free society and to preparing their way for successful community living.

Purposes and E & D Features

The purpose of the experimental-demonstration project is to provide a special program for the selection, counseling, testing, evaluation, training, placement, and follow-up of a minimum of 120 youthful inmates, from 16 through 21 years of age, whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction techniques and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of training time without sacrifice of quality or quantity is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate the following:

1. Institutionalized youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training methods.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.

4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the parolee.

6. Male college students employed by the project who are studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the prerelease program.

8. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

Certain additional E & D features, consistent with the original objectives, have emerged as a result of our experiences during the first year of operation. We shall continue to pursue the original objectives and experiment with these additional features.

Additional Features

9. Acceptance of older inmates who are currently not permitted to receive vocational training can result in the project's reaching men who qualify in every other respect and are strongly motivated to receive the benefits of vocational and personal-social training as preparation for their release to free society.

10. Early screening and evaluation of potentially eligible candidates for training will allow referral of those with great basic education deficiencies to Draper's Experimental Academic School wherein they can be prepared in less than six months to enter vocational courses and succeed in passing all required work.

11. Through his experiences in placement activities, the Job Placement Officer can prepare guidelines for a prerelease program that would make inmates available prior to actual parole for personal job interviews and for personal-social guidance by community groups.

12. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluative data accumulated by the project in the pursuit of its goals.

Administration

In response to a request from Joseph Seiler, Manpower Development Specialist, U. S. Department of Labor, the progress and findings of Draper's Vocational Experimental-Demonstration Project at the end of its first year of operation were reported in summary on November 12, 1965. Subsequently, this report was mailed to all departments as our Seventh Progress Report. The nature of the Seventh Report, which had been requested for use in the OMAT program, "Operation Retrieval: Youth," was such that certain administrative activities could not be appropriately included. Thus, we include in Appendix A of this report a summary of those activities which may be of interest to other projects.

Jim D. Morrison joined the staff on December 16 as the Follow-up Counselor whose services we have urgently needed since our first trainees graduated. His five years of experience as a parole supervisor for the Montgomery County area are already proving very valuable to our Follow-up Program, and this fact is reflected in the progress reported in the Follow-up Section.

George W. Pratt, a graduate from Auburn University with a B.A. in Psychology, reported to work as a College Corpsman on December 17. His training in psychology is beneficial to the counseling department, particularly in the areas of testing and evaluation.

Long and fruitless, for a time, were our recruiting efforts toward employing personnel for three positions that remained open: Research Analyst-Writer, College Corpsman, and Clerk-Typist. A search that began in early October and included recruiting visits, telephone calls, and correspondence to Advisory Board members; a Pardons and Paroles meeting, Birmingham; Alabama State College, Montgomery; Miles College, Birmingham; Stillman College, Tuscaloosa; Gaston Business College, Birmingham; Marengo County Board of Education; MDTA Project, Montgomery; NAACP, Birmingham; high schools and trade schools, Montgomery; Autauga County Training School; Trade School, Gadsden; Trade School, Birmingham; and the State Employment Service resulted in the enlistment of only one staff member by December 23.

John Vickers, who was lured from the West Alabama School system where he has taught for the past eight years, began work as the Research Analyst-Writer on January 17.

By January 11, we had secured commitments from two other persons for the College Corpsman and Typist positions. Robert Lee Williams is qualified not only as a College Corpsman but also for service in a near-professional role. He began work on January 24, as a College Corpsman-Research Assistant and will attend the University of Alabama Center during evenings to complete his college work.

Mrs. Hazel Gregory also began work on January 24 as a Clerk-Typist.

All positions except one have been filled. Recruitment for a Program Editor for the Materials Development Unit continues. The part-time services of another clinical psychologist are needed, but this consultation service has not been available because of a severe shortage of these professionals.

A revised Organizational Chart is included in Appendix B, along with a list of the experience and qualifications of new staff members.

As the project concentrates more on its follow-up program and the building of community resources for support of the parolee, the counseling services are increasing in dimension.

The reclassification of the "Personal Counselor" position to "Counseling and Evaluation Supervisor" and the transfer of Paul W. Cayton from the Vocational Counselor position to this reclassified position has been approved in order to permit supervision of these extensive counseling and evaluation services and the travel necessary to carry them out. (Refer to the Chart of Counseling & Evaluation Services in Appendix C.)

W. H. Phillips, who formerly served as the "Personal Counselor," has consequently been transferred to the "Vocational Counselor" position for which he is well qualified.

Sam Cassells, formerly "Program Editor" for the Materials Development Unit, has been changed to the "Programmer" position left vacant by the resignation of Wayne Greenhaw last August.

In December, staff members met to discuss our needs for in-service training. Quotations from training consultants had been received, but the consultant fees and the additional travel expenses were prohibitive. It was generally agreed that, as a first approach, staff members would benefit most from job analysis training. Personnel of Maxwell Air Force Base were contacted to see if a program might be arranged with staff members, after office hours.

Although we are yet unable to find leadership for this in-service program, the Maxwell Air War College Instructors Training Staff invited our staff members to participate in any of their ongoing programs that we might find appropriate for our needs.

Six staff members received a total of seven hours of training in the classes on "Test Item Construction," "Rating," "Use of the Case Situation," and "Different Methods of Programmed Instruction and the Use of Teaching Machines" offered in the Air War College Instructors Training Program.

Although criteria for rating had been briefly reviewed in a project staff meeting by the vocational counselor at the time report cards were discussed, the Remedial Instructor presented a short review on criteria for rating at another staff meeting in January.

Instructors urgently needed guidance in preparing a job analysis which would establish criteria for their more effectively evaluating each trainee's performance. Therefore, each of 12 staff members was assigned a chapter from Homer C. Rose's book, The Development and Supervision of Training Programs, Part 2, "The Instructor and His Job," which he prepared and reviewed for the group, using any personal experiences, related literature, resource material, or visual aids that would enhance his presentation. These 12 staff members received approximately 6 hours of in-service training in the following areas:

The Instructor and His Job
Some Facts About Learning
Influences on Learning
Determining What to Teach
Lecturing and Directing the Discussion
Questioning
Demonstrating
Using Training Aids and Teaching Devices
Preparing Courses of Study and Lesson Plans
Testing and Measuring
Improving the Learning Situation
Preparing Written Instructions: Training on the Job

On December 30, the Remedial, Supplementary, and Technical Writing instructors, as well as the Project Director, the Assistant Director and the Counseling Supervisor received two hours of instruction in the use of training materials with the perceptoscope. This demonstration was given by Wade H. Link, Jr. of the Link Enterprises, Inc., Decatur, Alabama

The prison's print shop was moved to Kilby Prison in Montgomery during December to make way for a new state trade school that is being constructed at Draper. The research nature of our project requires readily accessible reproduction facilities; consequently, an off-set duplicator was purchased and installed.

A representative of the A. B. Dick Company spent an afternoon at the project during which time he gave to a group of staff members an overview of the general steps in operating the off-set duplicator, followed by a demonstration of the process related to running masters made on the MDU Copytron Machine.

Within the group of staff members who will work with the machine day by day are the Office Manager, the MDU typists, and selected members of the Technical Writing class. The representative spent another afternoon giving instructions to this group on trouble-shooting and the more precise techniques of operation as he ran some realistic examples of our reproduction work. Secondly, on a "to do" level these staff members were given supervision while they performed, themselves, the operations he had demonstrated. The A. B. Dick representative will continue to provide additional demonstrations and instructions as our use of the machine shall dictate.

Trainees in each class selected one of their classmates to represent them on a Joint (Staff-Student) Committee to Establish Criteria for Selection of the Outstanding Student AWARDS. (These awards would present the outstanding student in each class, for a two-week period, a monetary award of 50 cents; in addition, his accomplishment would be written up in "The Draper Reporter," a news sheet published by the prison's Jaycee affiliates, the Dracores. At the time of graduation, the outstanding student in each class would receive an award of $5.00.)

After meeting several times this committee developed an evaluation form (Appendix C) which will be tried out for a week before final forms are printed.

Visits to the project, presentations at conferences, and exchange of research information continue to enhance the interest of the entire state and nation. (Refer to Summary Report of Public Relations in Appendix A.)

Consultation with key members of our staff is being requested more and more frequently as we progress toward the overall effect of the program--the evaluative data being gathered by our follow-up counselors. The following account of conferences, presentations and training will recall the activities of the past three months.

A Huntsville industrial leader, Milton Cummings, whose firm had employed one of our graduates addressed a meeting of the Association of Huntsville Area contractors during which he explained how business and industry can help in the rehabilitation of probationers and parolees and noted that only one Draper trainee had been placed in that city. (Refer also to Appendix A for a copy of this address.)

Project Director John M. McKee addressed the Lawrence County Mental Health Association on November 3. Title of presentation: "Corrections is Your Concern."

The Project Director, Assistant, Personal Counselor, Placement Officer, and Vocational Counselor attended for training purposes the Alabama Probation and Parole Association Conference held in Birmingham on November 4 and 5. At this meeting Milton Cummings pointed to Draper's MDTA Project as an example of progress being made in the field of corrections.

On November 17 and 18, the Project Director visited Washington, D. C., concerning renewal and problems of the E & D project.

The Project Director presented a talk entitled, "Ways in which the Selective Service Rejectee Can Overcome His Deficiencies" on November 22 to a Selective Service Reserve Officers Meeting.

The Assistant Director, Donna Seay, attended the American Vocational Association Convention in Miami, December 4 - 10. There Mrs. Seay was elected Chairman of the MDTA Steering Committee organized to study the possibility of forming a professional association which would be affiliated with A. V. A. The Alabama Supervisor of MDT cited Draper's progress in the use and development of programmed instruction at this convention. (Refer to Appendix D for excerpts of his report.)

Chief Programmer, Joe Harless, addressed the Allied and Academic Instructor School, Maxwell Air Force Base on December 6. Topic: "Mathetics Defined."

Members of the Tennessee Board of Corrections visited Draper December 7 in an effort to gain guidelines for a similar proposal for their Tennessee prison system.

Chief Programmer addressed the December 9th meeting of the Montgomery Lions Club. Topic: "A Revolution in the Classroom."

The Project Director attended the Institute on Youth Correctional Planning conducted by the Juvenile Delinquency and Youth Development Center at the University of Hawaii, Honolulu, December 6 - 14. On December 10th, Dr. McKee delivered a paper entitled, "Coping with Educational Problems in Correctional Institutions" (refer to a copy in Appendix E.). On Monday and Tuesday he made presentations to the Adult Correctional Facility, the Correctional Youth Facility for Boys and Girls, the Curriculum Development Section of the State Department of Education, and the Hawaii Special Education School. He also visited and conferred with officials of the Hawaiian Youth Opportunity Center.

Dr. McKee traveled to Huntington, West Virginia on December 20 where he conferred with the Job Corps for Women and presented the following paper, "The Use of Programmed Instruction in a Job Corps Setting."

Alabama merchants, businessmen, housewives, and other private citizens cooperated in making possible for trainees in the experimental schools at Draper Correctional Center a Christmas program and party. Inmate students gathered in the Draper Chapel December 22 to hear Mrs. Gerald Odum of Birmingham sing a program of Christmas folk songs. A Christmas reading and other music concluded the chapel program, and students adjourned to the Experimental Academic School for refreshments of sliced turkey, homemade cakes and cookies, nuts and candies. The attractive table decorations were made for the party by Mrs. Ken O'Bierne, a Birmingham teacher. The refreshments and gifts of clothing for the students were contributions of Birmingham and Montgomery business firms, merchants, housewives, and business leaders. Members of the Rehabilitation Research Foundation, which conducts the experimental projects in education and human development at Draper, also sent generous donations to help provide the Christmas party. Students then gathered in the prison recreation hall where they were entertained by the Draper band and participated in contests and games.

We had distinguished visitors December 30 from Florida State University and the Boys Training School at Marianna, Florida, to discuss the use of programmed instruction and the possibility of a workshop in which we would train their teachers in its use.

The Project Director and Assistant traveled to Denver, Colorado where they served as consultants on January 5, 6 and 7 to Denver's Youth Opportunity Center for their new E & D program for delinquents. The instructions and recommendations given to various teacher and counselor groups were related to the following areas:

1. Use of Programmed Instruction (Diagnosis & Prescription)
2. Administrative Problems
3. Motivational Methods
4. Prevocational Experiences
5. Workshop Plans

Two more distinguished visitors - Dr. Harry V. Ball and Mr. Jack Nagoshi from the University of Hawaii--came to Draper on January 20 - 23 to see for themselves the programs Dr. McKee had described to them during his December visit to Hawaii.

The Assistant Director visited OMAT offices in Washington to discuss a new proposal for a "Youth Development Center" and to request approval of proposed amendments to contract and of purchases of equipment. Inquiries were also made as to the status of budget request for project expenses which could not be paid because funds had not been advanced.

Recruitment

In a prison setting, rumors spread quickly. Although the project staff had not heard it, a rumor had spread through the prison that the project would not be renewed, and this fact very deeply affected our recruitment of trainees for the third section of training. We had received numerous applications, but suddenly inmates began to withdraw them, and the puzzled staff came to learn that such a rumor had not only instigated these withdrawals but had also discouraged other inmates from applying for training. Immediately, the staff was informed that the rumor could be true, but they were asked to cooperate in setting a positive pattern of behavior before the trainees about to graduate as well as the new applicants. Inmates were to be told exactly the status of the project, as could be determined at the time; yet, staff members could interpret to them their own hope for renewal and encourage those who had withdrawn their applications to reapply. Instructors took application forms into the corridors of the prison and talked individually with inmates to try and clear up misunderstandings. They learned that inmates who had worked into "choice" inside prison jobs were reluctant to let go of them, for if the project were not renewed, they would have to return to outside farm work.

In spite of these problems, recruiting was completed on schedule and Prevocational Training began November 1. Having to accept students who do not have parole review dates is a problem that still persists. Approximately 20 of the present trainees do not have parole review dates which coincide with their completion of training. Further efforts to overcome this problem are being made with the Parole Board. Since a representative of that Board helps in the selection of trainees, the Board understands this problem and cooperates in every possible way.

Another major problem which confronts the project is the low educational level of many of the applicants. Experimentally, we have taken into the training program inmates with low academic achievement, particularly in reading. Although they seem to do satisfactory work in shop, they have difficulty in grasping the theory of the trade, and the students were placed in remedial classes which emphasizes reading rate, vocabulary, etc. Although this has been a serious handicap to those instructors who have students with such diverse grade levels, only one slow student, thus far, could not be motivated to the point of doing satisfactory work.

Many applicants for training are currently enrolled in Draper's Academic School in preparation for future vocational training. The administrators have applied for a Basic Education Program at Draper which, if approved, would allow potential vocational trainees with great educational deficiencies to prepare for vocational training in a six-month period prior to their acceptance by the MDTA program.

Approximately 60 percent of the trainees have obtained earlier parole review dates since entering the school. Fifteen percent either had parole review dates or will complete their sentences. Approximately 25 percent have not yet been granted parole review dates.

A breakdown of current enrollment is as follows:

Class	Enrollment	Number Dropped	Reasons for Dropping	Total Enrollment
ASSMA	13	0	0	13
Welding	12	0	0	12
Tech. Writing	10	0	0	10
Radio-TV Repair	10	0	0	10
Bricklaying	12	0	0	12
SEAR	13	0	0	13
Barber	13	0	0	13
Total	83	0	0	83

Characteristics of current students, revealing test scores, ages, socioeconomic information, etc., are included in the Statistics section of this report.

Counseling

All students were given initial interviews, tests (achievement, personality, vocational interest, and I.Q.), prevocational training (two weeks), and orientation.

One interesting prevocational technique was employed as a basis for selection of the Technical Writing trainees. Potential trainees were administered lessons developed by former Technical Writers and programs written by the Materials Development Unit staff. The demonstration allowed trainees to view in a realistic exercise the work they would perform in this class.

Testing applicants with very low reading levels has not been as successful as is desirable. The vocational counselor has developed a Vocational Picture Interest Inventory designed to cover the six trade areas in which training is offered at Draper: welding, barbering, bricklaying, auto service station mechanic-attendant, radio-television repair, and electrical appliance repair. Normative data will be gathered first from tryouts with prevocational groups in the Draper Vocational Experimental-Demonstration Project, then with applicants for the new Draper Trade School, which is easily accessible for such testing. Later, the Bureau of Employment Services could be contacted to see if they would try out the test on applicants for training in MDTA projects. Trade Schools might also be willing to try out the test with applicants for training. Eventually, validation criteria will have to be established. The normative data that could be accumulated from tryouts of the test with all of these applicants for vocational training could be used to determine if the inventory validly indicates those occupations for which applicants are most suited. If the results prove to be effective, the inventory will be made available to those who request it.

Approximately 30 of the trainees have received additional counseling. Problem checklists filled out by the students as they enter training serve as cues for counseling. Eighty-one students checked this list (which is included in Appendix C); 65 students indicated a desire to discuss their problems with a counselor, and 16 felt they were able to solve their problems without assistance.

Though instructors refer individually selected inmates to the personal and vocational counselors during training, and some of these, as required, are referred to the clinical psychologist for necessary psychological examinations and counseling, the major portion of psychological rehabilitation lies with the instructors with whom the clinical psychologist holds consultations during his visits to the project on a part-time basis. His report, written at the conclusion of the second section of training and included herein in Appendix C, reflects the reasons for this change in general orientation.

The assistance of College Corpsmen is essential to the services the counseling department can offer trainees. The ability of the College Corpsmen to administer tests and examine and compile individual trainee records leaves the counselors free for individual counseling sessions with problem cases, evaluation, and the pertinent follow-up program that requires services for graduates who are working in jobs. Students who receive practicum or course credit for their work at Draper are required to write an evaluation of the program in which they receive training. Reports of two former College Corpsmen, which are included in Appendix C, reveal the many facets of practical experience students gain in their work at Draper.

Auburn University and the University of Alabama, with whom we have training agreements for the College Corps program, have failed to recommend additional graduate students qualified to receive practicum credit for several reasons. These counseling and guidance students prefer to remain on campus during the fall, winter, and spring quarters, or semesters, which is the only time during the year that certain of their required courses are offered. Many of these students do not need financial assistance. For those who do need to earn money while they attend college, the many work experiences available on the campus offer a solution to their problem. Thus, the graduate students who wish to gain experience in the Draper project want to work during the summer months--the period during which we are overloaded with College Corps applicants.

The Counselors wrote letters to trainees' parents, close relatives, or friends, describing Draper's training program, urging their cooperation in encouraging the trainees to take every possible advantage of it, and seeking their suggestions as to how their sons, brothers, or husbands, might be assisted while they receive training. (Refer to copy of letter in Appendix C.) Replies are arriving each day.

One mother wrote, "I truly believe my son is a changed person and has made up his own mind that he's going to face the future with a brighter outlook on life."

A father replied, "We are grateful that you have such a program. We would be at a loss to try and give you any further ideas as to how to help ______, for your program seems to be geared to meeting his needs. If there is any further suggestions from you, on our part, we will be more than glad to comply."

"I do feel that if he can get him a job making enough money to have the things he needs that he will look at life in a different way," another mother wrote.

And a wife, "....in reply to your letter about the course my husband is taking, I will do all I can to encourage him to complete the course, and I would appreciate very much, if you would try to get over to him that he should be more careful of the company he keeps, when he gets out, he also has a little son that will be looking to him for support and guidance."

One mother was concerned about a job...."my only trouble right now is to have him a bricklaying job when he gets out. Other jobs, yes, but I did so want bricklaying. _______ is a small town and this trade is in families. I hope ______ will be prepared to face that aspect. People here are pulling for him."

Concern for her son's holdovers led one mother to request information: "I want to ask you if his paroll could be set up any earlier than Dec. .....the Jude in _____ has 3 more charges against him, but he told my son to go on and make a good name for his self at Draper and when his paroll was up. these other charge's would be throwed out. I want you to rite me if that will have any thing to hold back his paroll." She enclosed a stamped envelope.

Many other letters reflected the concern of families who await the release of their sons, brothers, or husbands. A few more examples are included in Appendix C. These replies will serve as counseling cues as well as entrees for instituting a more direct family counseling situation.

Metropolitan Achievement Test Scores (prior to training) revealed a range of grade level achievement from 4.2 (an auto service station mechanic-attendant trainee) to 14.2 (a technical writing trainee). Achievement test scores for all classes are included in Appendix C.

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation of Alabama, in cooperation with the Board of Corrections. The program is being coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training Program. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases have been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques that are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available. These vocational programs are designed to individualize training for a group of male, youthful offenders who are clearly hardcore employment problems upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project are as follows: Combination Welding, Radio and T. V. Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Technical Writing.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job

3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use

The MDTA codes, occupational titles, DOT codes, length of training, and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	Length of Training	No. of Trainees
Ala-(M)6068-001	Combination Welder	4-85.040	26 weeks	12
Ala-(M)6068-002	Small Electric Appliance Repairman	7-83.058	26 weeks	13
Ala-(M)6068-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(M)6068-004	Automobile Serv. Sta. Mech.-Attendant	7-81.011	26 weeks	13
Ala-(M)6068-005	Barber	1-21.01	26 weeks	13
Ala-(M)6068-006	Technical Writer	0-06.90	52 weeks	10
Ala-(M)6068-007	Bricklayer	5-24.011	26 weeks	12
				83

Six-month courses began November 1, 1965, and will end April 29, 1966. Twelve-month courses began November 1, 1965 and will end November 15, 1966.

REMEDIAL (BASIC EDUCATION)

The educational levels of the present trainees are much lower than those of previous trainees. Yet, the majority of the courses are making exceptional progress in comparison to former classes. Instructors are directing their every effort toward meeting the individual needs of their trainees. The special reading class, of course, is making strides toward overcoming the deficiencies of trainees who are poor readers; however, some of them actually need literacy training which they should have received prior to being accepted for shop-related studies geared to a 7-9 grade level.

It is most difficult to determine even the deficiencies of such a student because testing instruments are highly verbal and many of them require that the administrator make no interpretations that could influence the applicant's response.

There are many excellent reading programs available, all of which are designed for a specific stage in the student's progress. Yet, a really suitable testing instrument to determine at what level these students are able to read is not available.

The students in the special reading class may have deficiencies in other areas related to their vocational training, such as math, but until we can teach them to read they are limited in the number of verbal programmed lessons they can work through to overcome these other deficiencies. The 21 students who are in the special reading course are far behind in comparison to other trainees.

Following is the range of educational levels for each of the courses:

COURSE	LOW	HIGH
Auto Service Station Mechanic-Attendant	4.2	10.2
Barbering	6.0	12.1
Bricklaying	4.9	11.5
Electrical Appliance Repair	6.0	10.4
Radio-Television Repair	6.3	10.2
Technical Writing	9.0	14.2
Welding	5.5	8.6

Supplementary

This instructor, with the assistance of the MDU artists, is designing and preparing a series of transparancies for use in building up scenes and situations that will graphically compare the proper and improper personal-social behavior of persons in free society. For example, a scene of a personnel manager interviewing an unkempt, ill-mannered prospective employee could be followed by a discussion that would weigh this person's chances of getting the job. Then, using the same scene but replacing the undesirable prospective employee with a well-groomed, mannerly character would allow the two types of appearance and behavior to be compared. This is only one example of many illustrations this series may make possible. Artists are preparing sketches for approval by the Supplementary Instructor, after which the first set of transparancies will be developed, tried out, and revised.

We have discovered in many of our trainees a lack of patriotism, knowledge of current events, knowledge of safety procedures, and a lack of reading skills. More emphasis than originally planned for this course is being given to training in these areas.

Government and private agencies continue to cooperate as community volunteers who conduct lectures, seminars, and audio-visual presentations on how to use the telephone properly, the effect of alcohol, the principles of learning, the facts about venereal disease, problems of parolees, social security laws and benefits, etc. We are grateful to the Colonial Baking Company (whose demonstrations of the principles of learning with animals and reptiles are as entertaining as they are educational), Southern Bell Telephone and Telegraph Company (whose staff brought actual equipment and hooked it up for their demonstration), Public Health Service representatives, Social Security Administration representatives, an Alabama Consumer Finance Association representative, representatives of the Alcoholism Commission, and local parole supervisors for the valuable information they have made available to the project's inmate-trainees.

We have learned through experience that guest lecturers should be given brief orientation or guideline suggestions concerning the communicative methods we have found most effective with this "disadvantaged" type of trainee.

All trainees attend classes in Personal and Social Relations two hours per week. Those students in training for occupations that market goods and/or services (Barbering, Radio-TV Repair, Service Station Mechanic-Attendant, and Electrical Appliance Repairmen) spend an additional two hours per week in Distributive Education classes.

Shop and Related Classroom

The Auto Service Station Mechanic-Attendant Instructor reports, "During the first year, I learned a great deal about the attitudes, ideas, habits, ideals, wants and needs of imprisoned youth--all of which is helping me to deal more effectively with them. I am attempting to motivate students in the present class by assigning them working partners to assist them; trying to find a job at which they can succeed, even if it amounts to only a very small success; and emphasizing the value of hard work and achievement through the use of small rewards or advantages offered to those who show exceptional progress."

Shop demonstrations in Automotive Classes and engine theory as well as shop work in this area will be covered during the next reporting period. Theory will be covered in class through the use of lectures, demonstrations, films, filmstrips, workbooks, and related textbooks.

The Barbering course was designed to determine if a normal twelve-month course could be satisfactorily reduced to six months. With the record the previous students have made in their free-world jobs, the Instructor believes this purpose can be judged as successful. I have yet to have an employer complain about the quality of a Barbering graduate's workmanship.

Some of the instruction has been changed to meet the needs of the present class. This class has a larger enrollment than usual; therefore, the "buddy system" formerly used has been altered.

Integration of the programmed lesson, "Tools and Areas of the Haircut," into the Barbering Course curriculum allowed the instructor to provide more thorough classroom theory in the handling of tools and understanding of the areas of the head and the haircut before he allowed trainees to begin their actual shop practice. He followed this lesson with a set of slides on different areas of haircutting (see Fourth Progress Report, page 12) to back up the information included in the programmed lesson and to broaden the students' views.

The Bricklaying Instructor reports, "I never let a trainee work on a project until he is disgusted. Instead, I switch him to an easier task in order to help him gain more self-confidence.

"This class will be our best. Already it has far exceeded the former classes, even though five of my students are having difficulty in reading and are enrolled in the special reading class."

Plans for the next reporting period include training in the following areas:

(1) chimney and fireplaces
(2) footings
(3) 4" and 8" walls
(4) steps.

The Electrical Appliance Repair students studied theory, using Volumes I and II of the Basic Electricity and Electronics course which was programmed by the former Radio-Television Repair Instructor, Norman Ussery. The work benches were wired, and a variety of appliances were explored and discussed. A few were repaired in the group as a demonstration project. "Students are required to explain and demonstrate jobs to another student or to the group under my observation," reports the instructor. "In this way, I can assure that each step and statement is correct."

In January, a one-day service school training session on the repair of laundry equipment was conducted for the appliance repair students by A. O. Sosebee of the Whirlpool Company.

Safety practices, basic electronics, components and symbols, and color codes were topics covered in the Radio-Television Repair Course. Repair of color television has been added to this course curriculum. Although sets on which to practice are almost impossible to come by, these students must receive training in the repair of color sets, or they will be greatly handicapped in the progress they can make in their free-world jobs.

At the end of the first year of training, a detailed analysis of the Technical Writing Course was made. The analysis forced a reorganization of the former lesson plans and shifted emphasis from theory to practice. Additionally, our original plan to make technical writing students capable of preparing materials in any subject-matter area was altered. Instead, assessments of the students' backgrounds and interests were made at the outset, and each student was assigned as his subject-matter-treatment-area one of the six skills, or the supplementary or basic education courses.

After all technical writing students spent two full weeks in lecture-demonstration sessions, five of the students reported to the different vocational classes which they attend on a part-time basis. The lecture-demonstration sessions included the following subject matter: learning theory, the job analysis, tasks analysis, behavioral analysis, prescription writing, estimating operant span, exercise design, and editing and fabrication of material.

To demonstrate the effectiveness of using different teachers for the same subject matter, the instructor alternated with members of the Materials Development Unit staff in instructing the new students. For example, the editor lectured and demonstrated the practices and procedures of copy editing, layout, and fabrication of materials. On several other occasions, the instructor called in one of the programmers to demonstrate a particular phase of technical writing or programming. Utilization of this team-teaching method increased the attention span of the student. Feedback from the students also indicated that their motivation was increased.

Students are now preparing a detailed job analysis for their specific subject-matter areas. ("The Job Analysis," a paper by the Chief Programmer may be found in Appendix F.) This type of analysis is vital to the programming effort; it should also aid the technical writing student in his study of a specific subject-matter area.

Progress in comparison to the former class is good. The present trainees are several days ahead of former students. Because most of these students had been tested and screened earlier in the year, it was possible to better recognize and provide for their existing individual training needs.

The administrative plan for the coming period includes (1) completion of job analysis for all areas, (2) priority ranking for treatment of the tasks with P.I. (3) final training on learning theory principles, and (4) beginning of lesson writing. Skills to be developed during the next period include exercise preparation, characterization of the prescription, editing, and layout.

The original plan for the Welding course has been broadened in order to provide trainees more experience in straightening steel, using the arc-air electrode holder (in reclaiming material and doing corrective work), reading a rule, reading machine shop blueprints, and measuring and laying out materials.

Particularly effective has been the instructor's use of graph paper to improve each of his trainee's ability to read a rule. The graph paper which is heavily outlined in one-inch squares and also has 1/8-inch squares lightly outlined within each one-inch square enables the student to easily fill in the given fraction of an inch in the one-inch squares.

This instructor feels his trainees should become acquainted with the wire-fed semi-automatic welding machine to which more and more industries are converting because of its efficiency. He has written to several companies and inquired as to the possibility of their bringing a machine to the project and demonstrating it. Thus far, he has found no company who can do this.

Ideally, trainees should be given experience with this machine during the welding course. Training in the use of the semi-automatic welding machine would produce graduates who are versatile enough to keep in pace with the rapidly changing industries of today.

Materials Development Unit

Currently under the supervision of the MDU is the production of job analyses for each subject-matter area in the project: seven vocational areas, Basic Education, Personal-Social Development, Distributive Education, and program administration. The partial lists of tasks that have been compiled are awaiting revision after consultation with subject-matter specialists in each area.

Papers that summarize this unit's work are currently being produced by the Chief Programmer and MDU staff members. They are as follows:

"Evaluating Programmed Material"
"The Job Analysis" (refer to Appendix F.)
"The Administration of Programmed Materials"
"Mathetics: The State of the Art"
"The Two Meanings of Mathetics"

"The Development and Production of Mathetical Programs" and "Mathetics in Industrial and Vocational Training" are report-research papers by MDU staff members, and all papers are based on experiences in the Draper project.

Field tests of reconstructed programs that will incorporate the copy and exclude technical errors uncovered in previous field tests, as well as gather data concerning the usefulness of these materials on non-design group populations are scheduled to be conducted in February. These programs are currently being reconstructed and specific assignments have been made to all staff members for these retests. At present four programs have been revised, edited, and prepared for printing. Six more programs will be completed this week.

Materials produced by the MDU are being integrated into the vocational training curricula as soon as the instructors' lesson plans call for a particular unit that has been programmed. Results of the first such experimental installation are included in Appendix F. Results of all such installations will be reported as they occur.

Numerous requests for the unit's materials are being received. A few examples are included in Appendix F. Oral requests have also been made from visitors to the project. As soon as data are collected on the use of these materials, the programs and procedures for their use will be published and made available to those who have requested them. In the meantime, the Materials Development Unit with the assistance of the technical writing class are preparing four new lessons. Three others are tentatively scheduled. (Refer to Appendix F for report on the Draper Materials Development Unit 2/1/66.)

Job Development and Placement

Seventy graduates have been placed in training-related jobs; eight have been placed in non-related jobs. Unfortunately we were not successful in getting detainers dropped for three of our trainees, and these graduates were paroled to detainers.

Many inmates who have detainers apply for training, but the Pardons and Paroles Board is naturally reluctant to establish parole review dates for them because the detainers have not been resolved. In several instances, inmates with detainers have been accepted for training and the project counselors have written letters to prosecutors expressing an interest in the disposition of certain detainers since the inmate is involved in the Draper training and rehabilitation program. Many prosecutors have been fully informed of the program and its efforts to rehabilitate the inmate and, in some instances, have felt it advisable for the detainers to be dropped in order that the inmate-trainee might take full advantage of the job placement and follow-up services he would receive after completion of such training.

Placement has been most successful for trainees who have completed the Barbering and Radio-Television Repair Courses for two reasons: (1) there is a genuine shortage in these two fields, and (2) employers are not overly concerned with the trainee's having been a "convict."

A few Radio-Television Repair employers are somewhat apprehensive about sending our graduates into homes to make repairs until they review the graduate's training record and are assured that he will not harm anyone or steal anything from the customers' homes. All Radio-Television Repair graduates have been placed in training-related jobs. One graduate has become so interested in the field of electronics as a result of the training he received in Radio-Television Repair that he plans to use the money he is earning in his new trade to attend college and earn a degree in electrical engineering.

Difficulties are still being experienced in placing Barbering graduates in the larger metropolitan areas where County Barber Commissions are unwilling, thus far, to relax their rules against licensing a person who has been convicted of a felony. This problem is circumvented as we place graduates in areas that do not have discriminatory policies, usually in counties adjoining the larger metropolitan areas; and all Barbering graduates, too, have been placed in training-related jobs.

Most difficult is the placement of Technical Writing graduates in training-related jobs. The majority of the employers whom we have approached think a Technical Writer must be a college graduate; they cannot comprehend that an "ex-convict" with only a high school diploma can be qualified for such work. While studying Technical Writing, these trainees learned to perform other jobs, such as typing and art layout; but most typing and layout jobs are normally practiced in offices where women are also employed and the average employer is reluctant to expose his female employees to an "ex-con." Employers, it would appear, are simply afraid to have the Technical Writing graduates in their offices; it seems that men working in shops are more likely to accept our graduates and allow them to become "one of the boys" than are office staffs.

Efforts to place the remaining graduates continue. Job openings for Welders, Bricklayers, and Electrical Appliance Repairmen are scarce at this time of the year, but the arrival of warm weather should improve this situation.

Of the 78 employers who have hired our graduates, all except three have been well pleased with the parolees' job performance. These three employers felt the graduates needed additional training in specific areas of their trade

Ten graduates have been returned to prison, either for a technical violation of their parole, or for having committed additional crimes. In talking with the employers of each of the ten graduates who have been returned to prison, the Job Placement Officer learned that all employers were pleased with the graduates' job performance and are willing to hire them again when they are released from prison. Some of our graduates are having difficulty in the free world, but the difficulty lies in areas other than their ability to perform a trade well. Refer to the Follow-up Section of this report.

The addition to the staff of a full-time Follow-up Counselor has substantially effectuated both our placement and our follow-up programs. During his visits to parolees, their employers, and their families, the Follow-up Counselor often learns of new job opportunities, or helps develop them. Because he is familiar with trainee records, he is able to recommend our graduates who may be awaiting parole and placement, as illustrated in the following case:

In a discussion with the owner of an auto repair firm who actually did not need a worker, the counselor related the remarkable progress of one of our graduates who came into training at an 8th grade level and was able to achieve the equivalency of a high school diploma by the time he had graduated 12 months later. So impressed was this owner with the boy's progress, he agreed to hire the graduate in spite of the fact that he did not need him. "With a record like that," the employer remarked, "the boy needs to be given a chance, and I am willing to give him one."

Now that over 100 inmates have graduated from training, and 50 additional graduates must be placed in April, the follow-up visits the Job Placement Officer makes in conjunction with his public relations tours and appearances to develop jobs are equally valuable to the rapidly expanding placement and follow-up program.

In early January, OMAT requested that we prepare a script and a set of slides for their use in describing the Draper project. This presentation was prepared and is currently under revision so that it may be adapted for use not only by OMAT staff members, but also for use by the Draper staff, the Rehabilitation Research Foundation Board and Advisory members, and others in their presentations to government, civic, business, industrial, and trade organizations.

Entitled "Rehabilitation in Action," the slide-script set is designed for an approximate 30-minute presentation.

Several staff members will use an adaptation of the slide-script set as they make presentations in February to the following groups:

The Clarence Dannelly P.T.A., Montgomery
Highland Avenue Church of Christ, Sunday Evening
  Youth Group, Montgomery
Troy State College - "Symposium on Mathetics"
Alabama Boys Industrial School, Birmingham
Jacksonville State College
MDTA Planning Conference on Corrections, Washington
Huntingdon College, Montgomery

As soon as the color slide-script set has been refined, a brochure that includes similar data will be published for potential employers.

Follow-up

The rapid parole and placement of our second group of trainees and the employment of a full-time counselor accelerated the follow-up activities during this reporting period. The full-time counselor's previous experience as a parole supervisor enabled him to quickly amplify the services being performed on a part-time basis by busy staff members who had full responsibilities toward the inmates in training (the Personal and Vocational Counselors, the Placement Officer, and the Instructors).

In addition to the informal follow-up contacts reported by staff members in Appendix G, the full-time counselor made 49 contacts with 32 graduates, all of whom welcomed his visits. Even those graduates who were dismissed from prison on "short-term releases" were cooperative in interviews and expressed a desire to be visited again. Because the Pardons and Paroles Board has no jurisdiction over short-term "releasees" and much valuable time was lost before our first graduates could be visited, we have experienced some difficulty in locating a few of these releasees.

The Follow-up questionnaires, examples of which were included in Appendix B of the Fifth Progress Report, were used to elicit complete information whenever conditions permitted this type of visit. Since many of the trainees found it necessary to continue their job assignments while they answered the counselor's questions, the questionnaires have not been completed for all trainees.

However, there are a few facts about follow-up visits that can be shared in this report even though we have not accumulated complete statistical data. In reporting their experiences, follow-up counselors indicate some of the problems they have encountered as follows:

Seasonal layoffs forced two parolees to change jobs. In one of these cases, a firm with whom a parolee worked moved to another town. This is one factor that must be considered in job placement, particularly for Bricklaying and Appliance Repair graduates.

One firm with whom a graduate is placed is very proud of the reputation it has established and wishes the fact that the graduate is an ex-inmate to be known only by his employer and his immediate supervisor. Whenever trainees are working in the jobs where they were originally placed, counselors have full knowledge of the situation. However, if the parolee has changed jobs, so carefully and tactfully must the counselor approach the employer and others in the business that visits, in a few instances, require several hours of time.

One parolee is unemployed. He lives in a rural area and his training requires city-type construction work which is not available there. Because he had rather work at odd jobs during this off-season in construction work in order to be with his family who understands and accepts him, this situation is approved. He will obtain employment in the spring.

One or two parolees are validly dissatisfied with the amount of money they are earning, as was the case of an electrical appliance repair graduate who was hired for $1 per hour with a raise promised to him in the next month or so. Although he performed his job well, he did not receive the promised raise in wages, and he left the job and the state before counselors could investigate the matter. A letter was written to his parents in an effort to locate this parolee. (Refer to Appendix G.)

In contrast, another trainee has recently received his third pay increase and is presently earning $2 per hour for his work in rewinding electrical motors. This graduate is in great demand for the firm's overtime work and has earned as much as $100 per week during the busy holiday season.

Parolees who are paid on an hourly basis generally receive an increase of 10 cents per hour after their first month on the job. Most all of our graduates have received at least one pay increase since they were placed in jobs. Several graduates who are employed on a salary basis have received an increase of from $5 to $10 per month.

Our Barbering graduates are earning very good wages. Employers who are asked if their businesses have increased materially since they hired our graduates are unanimous in their replies that the parolees are attracting additional customers to their shops. One graduate has been elevated to manager of a four-chair shop in a small town. Another works in a city shop during the week and returns to his home community where he operates a smaller shop on his day off. The latter parolee has joined a civic club and serves as a junior leader for a church-sponsored Boy Scout troop. He lives with his mother whom he willingly supports, and dates several young girls in his community.

Regretfully, some of our graduates have lost their jobs. One employer discovered that the parolee was "pocketing" a portion of the money he received on service trips and felt it necessary to dismiss him. The follow-up counselor immediately talked to the parolee in order to get him to face up to his undesirable behavior and to realize that he was being unfair to an employer who had placed confidence in him. The follow-up counselor also assisted the parolee in getting another training-related job, and in three months, there have been no reoccurring incidents of thievery. He was, however, fired by the second employer for a different reason. He worked on the night shift and was having difficulty staying awake. Again, the follow-up counselor talked with the inmate, then with the employer and was successful in persuading this second employer to rehire the parolee.

A graduate who performed well in a job in which he had considerable responsibility lost the job because he fell into the company of two other ex-prisoners and became involved with a group of promiscuous women.. On a week-end "binge" in another city, he got very drunk and failed to report for work the following Monday. His employer, of course, discharged him. The parolee felt if he had been placed in his hometown, away from his "incorrigible" buddies, he would have had a better chance of staying out of prison.

After several counseling sessions with this parolee and consultation with his parole supervisor, the Follow-up Counselor and Placement Officer secured another home program and job and the counselor reported the entire case to the Pardons and Paroles Board for their consideration in his Delinquency Hearing, with a recommendation that the graduate be reinstated. Their recommendation was accepted, and this boy is now living near his hometown with a brother and has another job, although it is not in the trade in which he was trained.

Approximately 70 percent of our graduates have adjusted to their new environment with the occasional visits from counselors who furnish them guidance in the areas in which they are having difficulty. However, 30 percent have need of intensive follow-up services because of their individual problems and should be visited at least two or three times per month.

The following problems seem to most frequently deter the personal-social adjustment of our former trainees:

1. Relationships with women--girl friend(s), wives, or mothers. (Refer to "A Case Study" in Appendix G.)

2. Management of their earnings in order to live within their means.

Although our graduates received training in budgeting when they attended the project's Supplementary Classes, many of them seem to experience real difficulty in handling their personal financial affairs. Counselors have learned that some of the parolees tend to "blow" their paychecks as soon as they receive them and before they pay their board and other obligations. Counselors discuss this problem with the parolees who frankly admit their difficulties and suggest that they first pay their weekly (or monthly) obligations, then set aside enough to carry them until the next pay period.

3. Establishing themselves in the acceptable social life of communities where they work and live.

Slow to trust "free-world people," the parolee will more often gravitate toward former acquaintances from prison than seek the companionship of new friends with whom he feels shy and uncomfortable. Particularly is this true of those graduates who are paroled to communities in which they have no connections.

For instance, one of our graduates who had an excellent home program in another state had to be placed in a job in Alabama because the regulations of his home state prohibited his being licensed as a Barber. The only home program that could be worked out for him was a boarding house which proved to be undesirable. He was moved to a different and more acceptable boarding house, but not knowing many people in the city, he began to go to bars and night clubs with boys whom he had known in prison. (Refer to "A Case Study" in Appendix G.)

Letters have been written to the parents, relatives, or close friends of those graduates with whom we have lost contact. (Refer to example of a letter in Appendix G.) We are attempting to implement a working agreement with the Pardons and Paroles Board whereby the project will be furnished progress reports on graduates who were paroled to other states. We have no other means of gathering follow-up data, unless these graduates should write and send their addresses to instructors or other staff members.

Ten of our graduates have been returned to prison. We presently refer to them as "returnees," for the majority of them have been returned to prison for technical violations of parole rather than for having committed new crimes. This seems to indicate that group training in parole procedures that is presently given in the Supplementary course must be revised and directed toward the individual trainee. Perhaps all instructors need to receive in-service training in parole procedures so that they may also interpret, discuss, and emphasize these points in private talks with trainees.

While under the supervision of an employer during an eight-hour work day, the "returnees" encountered no major problems. Most of them, in fact, progressed in their jobs and were successful in their relationships with their fellow employees. But, when they left work and were on their own in a completely unsupervised situation, they fell back into their old habits and got into trouble. Many of our graduates are not equipped to make good use of their free time. In training they were under supervision for the eight-hour school day and at night, they returned to strictly supervised prison cells. The parolee is not accustomed to free time and must be trained to use it wisely. An alternative to reinstitutionalization is needed for many of our graduates who are not prepared for total freedom. If the proposal for a Youth Development Center is approved, such a transitional program will resolve many of the problems we are encountering through the placement and follow-up programs. In the meantime, the following recommendations have evolved from follow-up evaluation:

1. Even though they may have been returned to prison farm work while they await parole, graduates should be brought back into the project several days prior to their actual release from prison for the following purposes:

    a. A review of the trade in which he will be placed should be provided a graduate who has been out of the project for a month or two in order to give him more self-confidence.

    b. A specific, individual prerelease interview should be established with each graduate to insure that he fully understands parole rules and regulations and to discover any problems that might be facing him upon release.

    c. A graduate who is placed in a job that is not related to his training should be called into the project and attend the class most related to the job in which he will be placed in order to give him at least a brief orientation in handling the tools and equipment of that trade.

2. Every graduate released from prison should be accompanied to his parole supervisor's office by a project staff member who could help the graduate begin to establish a good relationship with his supervisor.

3. The project should insure, at the time a graduate is released, that the job and home program previously secured for him does, in fact, still exist.

4. A duplicate set of school records should be forwarded to parolee's supervisor (receiving officer).

5. A letter briefly summarizing the project and its objectives should be sent to parole supervisors and be signed by the four staff members who work with parole supervisors in the follow-up program.

Summary

Seventy-eight youthful offenders who are experimental subjects in the MDTA project for training and placement at Draper Correctional Center, Elmore, Alabama, have been paroled and placed in jobs. Ten graduates have returned to prison: six, for violating parole; four, for committing new crimes. Follow-up data indicate that employers are well pleased with the job performance of Draper's graduates. Even those employers of the ten "returnees" have indicated a willingness to rehire these men when they are again released from prison.

Approximately 30 percent of the graduates are experiencing some difficulty in making the transition from a prison setting in which they were totally supervised to a free society in which they must assume full responsibility for their actions. The graduates find themselves at a loss as to how they may establish, in their leisure time, acceptable social lives in the communities in which they work and live. Their problems are almost exclusively in the areas of personal adjustment; their failures are in their relationships with women and in their ability to manage responsibly those wages they have been trained to earn.

On the basis of follow-up findings, the Rehabilitation Research Foundation staff has concluded that institutional training and follow-up counseling are not sufficient in many cases for the complete reclamation of the youthful offender. Accordingly, the Foundation has directed the preparation of a proposal for a Youth Development Center wherein problems related to the social and economic maladjustment of parolees may be researched and resolved. The proposed Youth Development Center would extend into the community those counseling, training, placement, and follow-up services that have apparently been helpful to at least 70 percent of Draper's graduates who are adjusting to their new environment. Hopefully, a pilot program could demonstrate the effectiveness of establishing throughout Alabama centers that could be operated cooperatively with correctional institutions and parole authorities to provide for parolees and probationers an intermediate stage between imprisonment and complete liberty.

There are 83 inmates presently in training at Draper Correctional Center. Although 21 of the trainees have reading levels which are too low for them to comprehend the shop-related studies that are presently available for occupational training and are far behind the other students in comparison, rapid progress is nevertheless being made in all courses. Instructors who are now familiar with many of the training needs peculiar to disadvantaged youth are searching for new and better techniques through which they may impart classroom theory to students who cannot read. It is entirely appropriate that our present trainees have more diverse educational levels than students in previous classes, for five of the individualized lessons that were designed for such a population group have been incorporated into the curricula of three courses for curriculum installation tryout. Others of the individualized lessons that are being developed at Draper have been revised and are scheduled for retests in February. They, too, will soon be installed for tryout in the project curriculum.

The staff is enthusiastic concerning the use of individualized lessons in vocational training, but we realize that any success with the programmed instructional technique is quite dependent upon the trainee's verbal competence. The student must be able to read at a third or fourth grade level to take advantage of programmed learning. Thus, markedly deficient MDTA students are spending several instructional hours each week in the NIMH (Academic) program's reading improvement laboratory.

Perhaps the most significant development since our last progress report has been the employment of a Follow-up Counselor. Through his efforts alone, four men have remained free who otherwise would have most certainly been returned to Draper as "technical parole violators." This counselor is also documenting problems and needs which, if solved, will definitely strengthen our institutional training program. He is also working closely with families of trainees and graduates to that the transitional period between institution and community living will be far smoother and more successful.

Statistics

		In Training	Graduates
1.	Sex (male)	83	120
2.	Age		
	(a) 16 - 21	54	95
	(b) 22 - 30	29	25
3.	Education (CAT or MAT Scores)		
	(a) 0 years	0	
	(b) 1 - 4 years	0	3
	(c) 5 - 8 years	54	76
	(d) 9 - 12 years	23	34
	(e) Over 12 years	6	7
4.	Head of household or family		
	(a) Yes (married)	19	21
	(b) No (not married or divorced)	64	99
5.	Welfare Recipient		
	(a) Yes	12	23
	(b) No	71	97
6.	Criminal History		
	(a) Assault w/i Rob	1	2
	(b) Armed Robbery	2	1
	(c) Forgery	6	8
	(d) Robbery	13	13
	(e) Grand Larceny	17	36
	(f) Burglary (some sec. deg.)	35	52
	(g) Embezzlement	0	2
	(h) Rec. & conc. stln prpty.	0	1
	(i) Theft	0	1
	(j) Larceny	0	1
	(k) Bringing stolen prop. into st.	0	1
	(l) Leaving scene of acc.	0	1
	(m) Obtaining money by false pretense	1	0
	(n) Selling stolen property	1	0
	(o) Arson	1	0
	(p) 1st Deg. Murder	1	0
	(q) 2nd Deg. Murder	2	0
	(r) Assault w/i Murder	1	0
	(s) Escape	2	2
7.	Number served but not trained	70	48
8.	Number in training	83	--
9.	Number terminated (dropouts)	0	11

JOB PLACEMENT

STATISTICAL INFORMATION ON GRADUATES THRU JANUARY 31, 1966

TRAINING COURSE	GRADUATED	RELEASED ON PAROLE	RELEASED ON COMPLETION OF SENTENCE	RELEASED TO DETAINERS	NOT ELIGIBLE FOR RELEASE
Auto Service Station Mech. Attend.	19	9	2	2	4
Barbering	19	12	3		2
Bricklaying	20	14	1		4
Combination Welding	19	12	3		3
Small Electric Appliance Repair	18	8	2	1	3
Technical Writing	9	5	1		3
Radio & T. V. Repair	10	9			1
T O T A L S	114	69	12	3	20

TRAINING COURSE	ELIGIBLE.. NOT RELEASED	PLACED ON TRAINING RELATED JOBS	PLACED ON NON - TRAIN. RELATED JOBS	REIMPRISONED PAROLE VIOL.	REIMPRISONED NEW OFFENSE
Auto Service Station Mech. Attend.	2	9	1	1	1
Barbering	2	14		2	
Bricklaying	1	14	1	2	
Combination Welding	1	14	1	1	3
Small Electric Appliance Repair	4	8	1		
Technical Writing		2	4		
Radio & T. V. Repair		9			
T O T A L S	10	70	8	6	4

Evaluation

The counseling service has taken on the function of project evaluation in which it will develop success-failure criteria, instruments for measuring both individual and group progress, and criteria and scales that can be used to measure the effectiveness of our community follow-up program. As a first task of this effort, the Research Analyst sent letters to Directors of Alabama Trade Schools, Directors of Vocational Education in Alabama and other states, and Directors of MDTA programs throughout the country. Secondly, the Counseling and Evaluation Supervisor prepared a questionnaire designed to more specifically define "recidivism" and forwarded the questionnaire to people throughout the country who are knowledgeable in the field of corrections, probation, and parole. (Refer to a sample copy in Appendix H.) Both replies and resource information are being received daily. This information will be analyzed in order to make conclusions for our particular situation concerning a definition of recidivism and how we should treat it statistically. The results will be published in a future report.

APPENDIX A

Summary Report of Public Relations

September 1 - January 31, 1966

Summary Report

September 1 - January 31, 1966

So extensive was the news coverage of the Draper project during this summary period that the articles themselves reflect much of the progress that was made.

While...

staff members continued presentations of the Draper story to business and professional, civic and community organizations...

Mrs. Seay, Mr. Bamberg Will Address BPW League

Mrs. Seay, Mr. Bamberg

Progress being made on the Draper Vocational Experimental Project will be the topic of an address to be made by Mrs. Donna Seay and Walter Bamberg at the Sept. 21 meeting of the Business and Professional Womens League.

Mr. Bamberg is the Placement Officer at Draper Prison and Mrs. Seay is currently serving as the Assistant Director of the Vocational Experimental-Demonstration Project.

All members are encouraged to attend and learn what Alabama's Board of Corrections is doing to combat a tragic situation that costs the State's taxpayers millions of dollars each year and deprives business and industry of a potential source of skilled manpower.

One aim of this project, which is financed under the manpower development and training act, is to send inmates, ages 16 through 23 who qualify as students into "free society" as responsible citizens. They are taught trades by master tradesmen and given related remedial instruction in academic subjects such as mathematics and English.

The meeting will be at 5:30 p.m. at the Woman's Club. Anyone interested in attending may make reservations by calling Annette Brigance, Personal Development Chairman, at 288-4249 or 269-[illegible].

the busy staff awaited news of the project renewal...

The exciting first field tryouts of newly developed programmed lessons required the Materials Development Unit staff and project administrators to drive hurriedly from city to city, from technical and trade schools to MDTA projects, in order to assist in field testing these materials.

TESTING LESSONS—Program-editor Sam Cassels III shows a student at John Patterson trade school where he will start in the self-instructional lesson in basic electronics.

Draper Teaching Plan Gets Test

By WAYNE GREENHAW

The materials development unit from the Draper Vocational Experimental - Educational Project started their second session of program testing Thursday at the John Patterson technical school.

Students at the technical school took the self-instructional materials developed by the experimental program under Manpower Development and Training Acts, in Elmore at the Draper Correctional Center. The unit, led by Chief Programmer J. H. Harless, supervised the taking of the materials.

The lessons, tested for their ability to teach, will continue today at Patterson. Results of these tryouts will be processed at Draper later.

Last week the first testing session was held at the Manpower Training Center in Birmingham. The unit, including assistant director Mrs. Donna Seay, program-editor Samuel Cassels III and programmer Michael McGaulley, received successful results from this session.

Dr. John M. McKee, director of the Draper Project, said, "We thought the programs were good, but the success of the tryout surprised us. They were phenomenally successful."

Mrs. Seay reported that the average grade of the tests given after each program was in the nineties. She said the students in Birmingham expressed how much they enjoyed taking the self-instructional courses.

"The students said they were amazed at how easy they learned the subject matter," Mrs. Seay said. She reported one man saying, "If school was like this all the kids would be flocking in here."

The students at the Manpower Training Center were adults, from 18 to 65.

The demand for material from the year-old project comes from all over the United States. Places as far away as Denver want tryouts to be held at their schools and projects.

Next week the lessons will be taken to Tuscaloosa for further tryouts at the Shelton trade school there.

Most of the lessons tested are in basic electronics. All the materials developed at the project belong to the Alabama division of vocational education.

Some of the materials were written by inmate-students under the direction of the programming department.

ALABAMA JOURNAL

Friday, September 24, 1965

Bamberg Finds Jobs For Trained Draper Parolees

INTERVIEWING A DRAPER INMATE

Walter Bamberg Talks To A Project Student

By WAYNE GREENHAW

Jobs Wanted.

This could easily be the printing on the door of Walter Bamberg's office.

Bamberg is the job placement officer for the Draper Vocational Experimental Education Project at Draper Correctional Center in Elmore. He works throughout Alabama trying to find jobs for inmates who have received technical training in the Project.

Once Montgomery television's Captain Zoomar, one of the children's favorites, Bamberg now combs the state from Huntsville to Mobile seeking employment for the youthful offenders who have been approved for parole by the Parole Board. He stresses the fact that no convict, whether student or not, may leave an Alabama prison on parole without first obtaining employment.

Bamberg, a native Montgomerian, says, "We are working with the youthful offender at Draper, from the age of 16 through 23, who have been trained by qualified civilian instructors."

The ex-politician who ran for Public Works Commissioner in Montgomery in 1958 and ran second in a field of six says, "The public generally has been very receptive to the idea of giving youthful offenders a second chance."

"It is my responsibility to find jobs for them throughout Alabama and other states," Bamberg says.

About 40 men have been placed on jobs in Alabama by Bamberg since the Project first started a little over a year ago. He also has workers in four other states.

In the following three months, November, December and January, approximately 50 inmates will be released if jobs are waiting for them. A group will be paroled each month.

Young men wanting jobs have been trained in barbering, bricklaying, combination welding, appliance repairing, service station mechanic-attendant, radio-television repairing and technical writing. Of these seven trades, Bamberg says radio - television repairmen and technical writers especially need jobs in the Montgomery area.

"Technical writers," Bamberg explains, "have been trained as office workers as well as in the writing skills. It is oftentimes hard for the people to accept the fact that there are ex - convicts who are capable of doing office work—but they are," Bamberg says.

Bamberg attended Lanier high school and the University Center in Montgomery. While still in high school, he had his radio show called "Songs For Sale."

He went into the Army at the time of the Korean conflict and was stationed in England.

Back home, Bamberg worked full-time for the now-defunct WJJJ radio station which later sold to WCOV. At the time of the sale, Bamberg went into television as a staff announcer. In the video media he kept his old radio show, "Songs For Sale," and became the Captain Zoomar personality.

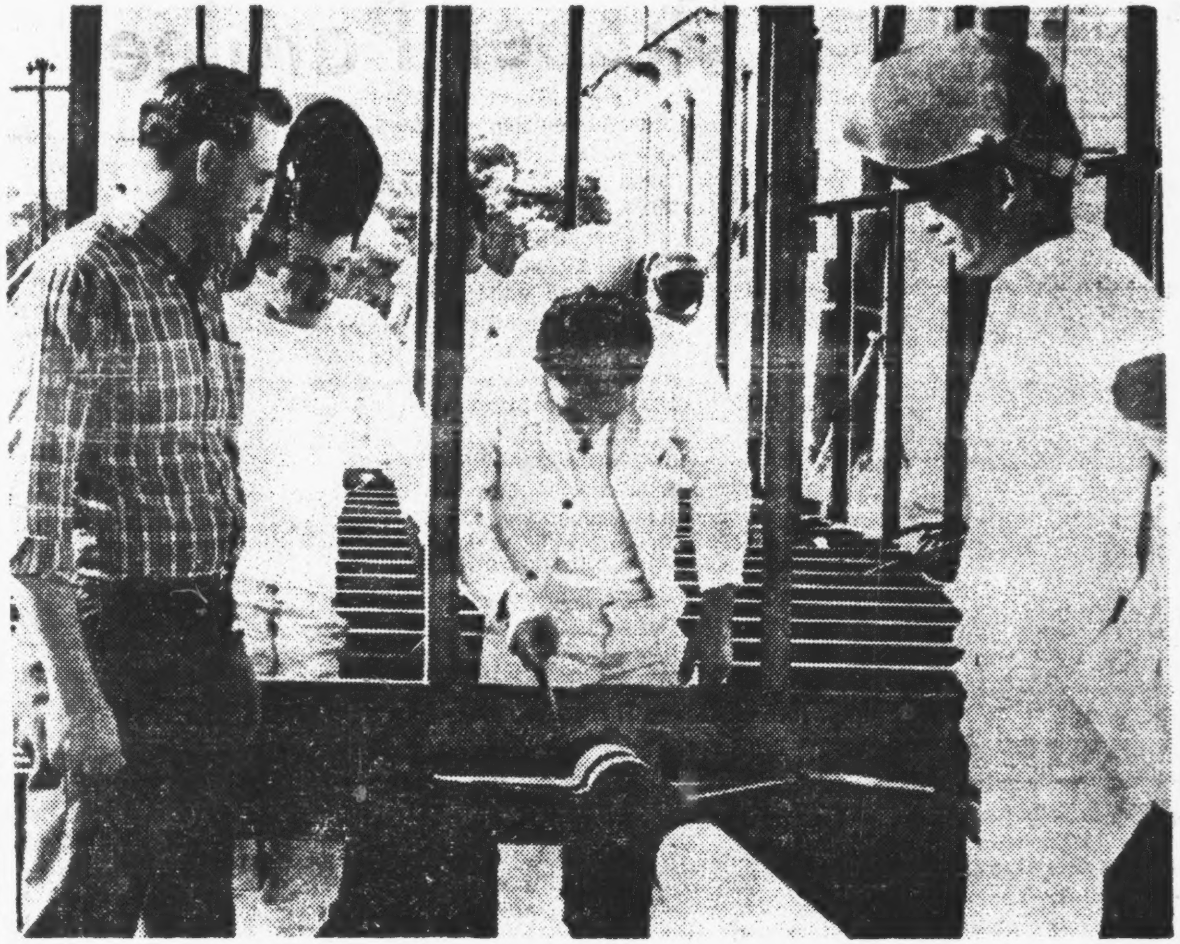
In 1957 Bamberg won first place on Arthur Godfrey's Talent Scouts program in New York. After winning, Bamberg made the decision against show biz. "That world is too hectic for me," Bamberg says. At that time he was married to the former Peggy Chesnutt of Montgomery, and the whole idea of moving from city to city and living in hotels did not appeal to them. Bamberg came back to Montgomery television.

As president of the Montgomery Association for Retarded Children, an organization Bamberg has been associated with for four years, he met Dr. John McKee who organized and became director of the Draper Project.

Bamberg joined the Project in September of 1964 as job placement officer.

Father of two children, Dave 11 and Dale 7, Bamberg is constantly on the move with his job. He has spoken to many civic groups throughout Alabama, and he says he is available to speak to any group who is interested in the problem of the young offender.

The Job Placement Officer's work became more and more intensified as graduation approaches.



—Photo By Wayne Greenhaw

BUILDING A ROLLING CONCESSION STAND — Inmate student welders at the Draper Correctional Center in the Vocational Educational Experimental-Demonstration Project are constructing this metal-frame portable concession stand for Montgomery's Spastic Children's Clinic. Instructor Charles Cobern of Prattville said the booth will be used to make money for the clinic at the fair and at little league ball games.

Using their newly acquired welding skills to share in a community effort offered many trainees their first experiences in serving the community.

Experienced staff members were learning to take advantage of every opportunity toward rehabilitating the "total" person.

Eager to continue practicing the techniques a year's experience had taught them, instructors anxiously awaited news of renewal of the program.

News Release

Birmingham News - October 27, 1965

Youth Program, Where It Counts

A unique educational program for young inmates at Draper Prison is getting national attention.

The idea behind the schooling is to cut down on the "repeaters" who clog jails and prisons not only in Alabama but in other states. Many drift into crime because they're unable to earn a living. Many are school dropouts.

At Draper, an organized effort is being made to prepare some of these young men for jobs when they are released, in hopes that most of them will grasp the opportunity for decent, useful lives.

The first "class" was graduated last spring. Against a previous rate of 60 per cent repeaters, only 3 of 50 have been returned to prison.

Friday, 70 more young men will complete training in such skills as barbering, electrical appliance repair, welding, bricklaying, technical writing and automobile service. They will hear a commencement speaker, Sen. James Clark of Barbour County. Thirteen of them will be awarded high school equivalency certificates by Prisons Commissioner Frank Lee, and a number of the others have gotten high school certificates during their Draper confinement.

Most importantly, most of them have promises of steady jobs after release. What becomes of them will be up to them; at least they will have had a chance.

Willingness of employers to hire these young men and others like them is a key to any success the program will have. Records these first classes of "graduates" make after their release will be an important factor in determining whether or not the program should be continued. If they do well, more and more employers will be willing to take a chance with other young men seeking a similar break later on.

The federal government has financed the Draper program under the Manpower Development Act, and results have been so encouraging that the grant has been renewed for 14 months. If the idea proves out, it may be adopted at other correctional institutions in other states, and educational techniques could be employed in other ways to help reach young unemployables before they get into serious trouble.

Rehabilitation of young people long has been a priority concern of Commissioner Lee, and he and the others who have helped develop this program, including project director Dr. John McKee and Draper Warden John Watkins, are due commendation.

The Birmingham News

Tuesday, October 26, 1965

SECOND FRONT page

70 Graduate Friday

No school of crime at Draper Prison

BY KATE HARRIS, News staff writer

6-A

SPEIGNER, Oct. 26 — A class of 70 young men will graduate here Friday — not from a school of crime, as was once the case, but from a trade school which, it is hoped, will make crime no longer necessary.

The logic behind the graduation is simple. Very few people, Draper Prison officials say, choose a life of crime. They usually drift into it because of a lack of education and no training in any field in which they can make a living.

DRAPER WAS given a $350,000 grant about a year ago under the Manpower Development Act to find out if the number of prison repeaters can be reduced if an inmate's educational level is raised and if he is taught a trade before leaving a correctional institution.

It's the first such project in the nation, and if it works out, will become a model for similar programs in other states.

Draper is a state prison for young men from 16 to [illegible] years of age. Of the some 800 inmates, most are s[illegible]ing sentences for such crimes as grand larceny, burglary and forgery. Most o fthem are serving terms of two years or less.

Between 60 and 70 per cent have, in the past, left prison only to come back on similar offenses. The problem is nationwide. The number of older men and women confined to prisons is dropping daily, while the number of young men being committed is rising alarmingly.

THE 70 INMATES who will graduate from Draper's Vocational School have completed courses in barbering, repair of electrical appliances, welding, bricklaying, service station work or technical writing.

In all but the last, instruction has been through a new technique known as program learning. This appeals to inmates because they don't like to admit to a teacher how little they know and because they usually have a mental block against teachers—a holdover from their unsuccessful academic days. Most of them are school drop-outs.

In program instruction, a person starts with what he knows and through questions based on that knowledge moves on to the next step until he masters the subject he is learning.

It differs from conventional teaching in that if the student of average intelligence can't answer 95 per cent of the questions, something is wrong with the course, not the pupil, and the course is designed.

Inmates have learned this well because they, themselves, have helped to write lesson by lesson programmed courses in each of the trades taught at Draper.

As a result, many of the Draper-developed courses are now being tried out in other trade schools in the state. The federal government is also interested in using the courses developed here in the Jobs Corps and other phases of the anti-poverty program.

FIVE OF the courses are six months long. It takes 12 months to complete radio and TV repairing and technical writing.

Out of the 70 graduating Friday, 13 will be awarded high school certificates. Many of the others already have completed high school since coming to Draper.

Sen. James A. Clark of Barbour County will be commencement speaker and Frank Lee, state prison commissioner, will award the diplomas. This school has been a pet project for Lee, who scraped the budget to find funds to build the rooms in which the classes are held.

About 70 per cent of those graduating have been in prison before. Most of them, however, already have good paying jobs to go to when they are released within the next few weeks.

About 50 graduated last spring under the program. At least 80 per cent of these were repeaters. So far, only three have come back to prison. The others appear to be doing well.

THE MANPOWER Development Training Act has renewed the prison's grant for another 14 months on the basis of this record.

The families of the men graduating Friday will be present for the ceremonies and they and other guests will be entertained by the inmates at a reception following the program.

Dr. John McKee has been project director. John Watkins is warden. Others working in the program are Mrs. Donna Seay, Walter B[illegible]mberg, and Paul Cayton.

FOR IMMEDIATE RELEASE

From: A. Frank Lee
Commissioner of Corrections
Kilby Prison
Montgomery, Alabama

SENATOR JAMES S. CLARK OF EUFAULA, CHAIRMAN OF THE LEGISLATIVE PRISON STUDY COMMITTEE, TODAY ADDRESSED 64 INCARCERATED YOUTHFUL OFFENDERS AS THEY WERE GRADUATED FROM VOCATIONAL TRAINING COURSES OF THE MDTA EXPERIMENTAL-DEMONSTRATION PROJECT AT DRAPER CORRECTIONAL CENTER. THE YOUNG MEN WERE PRESENTED CERTIFICATES OF GRADUATION FOR COMPLETION OF COURSES IN SERVICE STATION MECHANICS, BARBERING, BRICKLAYING, RADIO-TV REPAIR, ELECTRICAL APPLIANCE REPAIR, TECHNICAL WRITING, AND WELDING. THIRTEEN OF THE TRAINEES ALSO RECEIVED CERTIFICATES FOR PASSING THE GED TEST FOR THE EQUIVALENCY OF A HIGH SCHOOL DIPLOMA.

AS THE GRADUATING CLASS ASSEMBLED IN THE SMALL CHAPEL WITHIN THE PRISON COMPOUND, CHARLES STALKER, A GRADUATE OF THE RADIO-TV COURSE, SANG THE INVOCATIONAL HYMN. THE WARDEN OF DRAPER, JOHN C. WATKINS, WELCOMED TO THE GRADUATION EXERCISES FAMILIES OF THE INMATES, STATE AND GOVERNMENT OFFICIALS, AND REHABILITATION RESEARCH FOUNDATION MEMBERS.

AFTER SENATOR CLARK'S CHALLENGING ADDRESS, CLASS REPRESENTATIVES MADE BRIEF TALKS ON WHAT THEIR TRAINING HAD MEANT TO THEM. CERTIFICATES

OF GRADUATION AS WELL AS CERTIFICATES OF ACHIEVEMENT IN BASIC EDUCATIONAL COURSES WERE AWARDED BY PROJECT DIRECTOR, DR. JOHN M. McKEE.

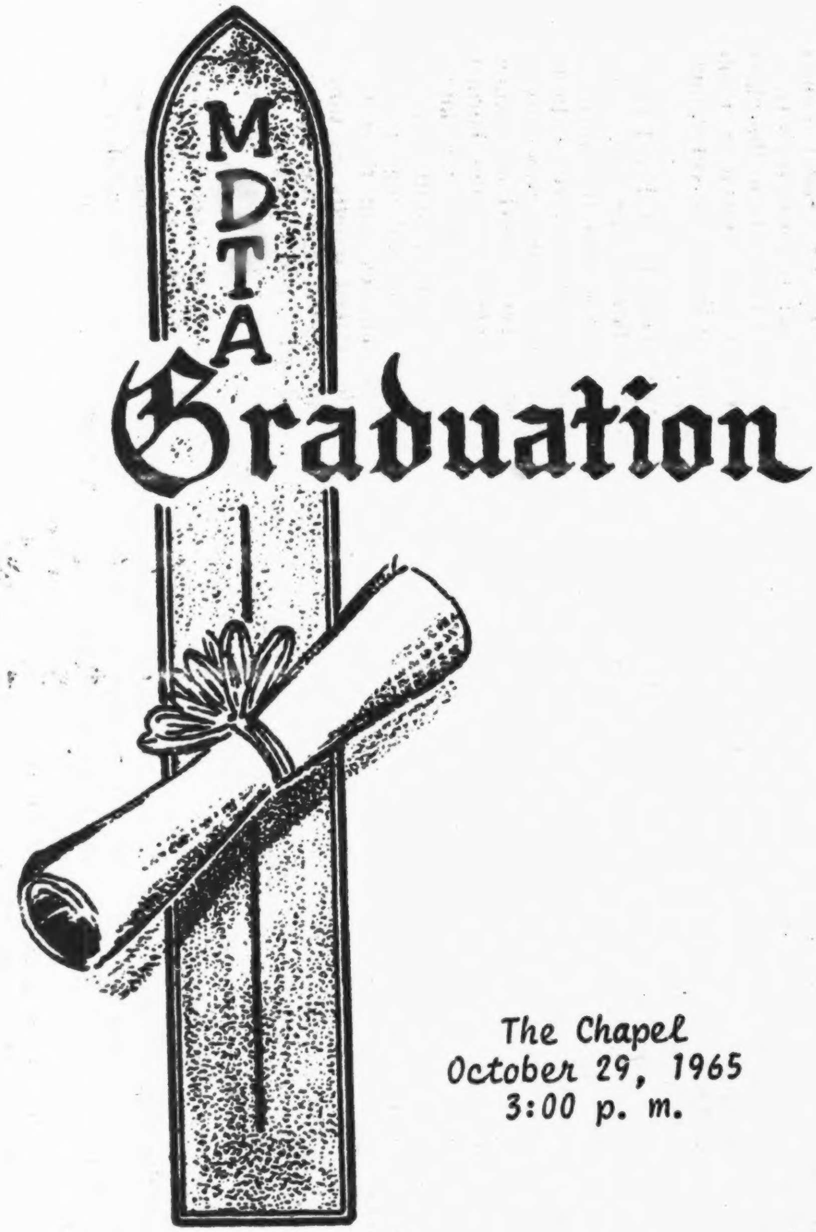
FOLLOWING THE BENEDICTION PRONOUNCED BY THE REV. JOHN W. PHILLIPS OF THE ALL SAINTS EPISCOPAL CHURCH IN MONTGOMERY, GUESTS WERE INVITED TO A RECEPTION FOR THE GRADUATES WHICH WAS HELD IN THE PRISON'S VISITING ROOM.

INMATES IN STARCHED, WHITE UNIFORMS SMILED AS THEY PASSED THROUGH A RECEIVING LINE IN WHICH STOOD EACH OF THEIR INSTRUCTORS TO CONGRATULATE THEM, ON TO TABLES BEAUTIFULLY APPOINTED WITH CANDELABRA AND STERLING PUNCH BOWLS. APPRECIABLY, THEY ACCEPTED THE PUNCH, SANDWICHES, AND COOKIES OFFERED THEM AND WERE INTRODUCED TO MANY OF THE STATE OFFICIALS WHO COOPERATE TO MAKE THE TRAINING PROGRAM POSSIBLE.

THE PROJECT'S ASSISTANT DIRECTOR, MRS. DONNA SEAY, EXPLAINED TO A GUEST WHO SEEMED SURPRISED AT THE IMPRESSIVE RECEPTION BEING HELD FOR THE INMATES, "THIS RECEPTION IS A PART OF THE PERSONAL-SOCIAL TRAINING OUR STUDENTS RECEIVE AS A SUPPLEMENT TO THEIR VOCATIONAL EDUCATION. YOU WILL BE INTERESTED TO KNOW THAT THE GRADUATION RECEPTION IS ONE OF THE TIMES WHEN OUR COMMUNITY LEADERS HAVE AN OPPORTUNITY TO PARTICIPATE IN THE REHABILITATION OF INMATES WHO WILL SOON BE RELEASED TO FREE SOCIETY. TODAY'S RECEPTION WAS MADE POSSIBLE BY MONTGOMERY FIRMS WHO SUPPLIED THE FOOD AND TABLE APPOINTMENTS.

NOT ONLY DOES THE COOPERATION OF THESE FIRMS MAKE IT POSSIBLE TO HOLD THE RECEPTION, IT ALSO ASSURES THE GRADUATES THAT COMMUNITY LEADERS ARE INTERESTED IN THEIR FUTURE SUCCESSES. WE ARE GRATEFUL TO OUR GRADUATION PATRONS FOR MAKING THIS ALL POSSIBLE."

A. FRANK LEE, COMMISSIONER OF CORRECTIONS, RECALLED THAT THE VOCATIONAL PROJECT WAS DUBBED "OPERATION SECOND CHANCE" WHEN IT BEGAN ONLY ONE YEAR AGO. THE PROJECT TODAY HAS 36 INMATE GRADUATES WORKING IN JOBS. TODAY'S GRADUATES WILL QUICKLY FOLLOW THEM INTO FREE SOCIETY EQUIPPED TO EARN A SUFFICIENT INCOME FOR THEMSELVES AND THEIR FAMILIES. "THIS IS JUST A BEGINNING FOR THESE BOYS," MR. LEE STATED. "THEY HAVE RECEIVED ENTRY LEVEL TRAINING, BUT WE EXPECT THEM TO CONTINUE THEIR EDUCATION AS THEY WORK BY TAKING ADVANTAGE OF EDUCATIONAL OPPORTUNITIES IN THE COMMUNITIES WHERE THEY WORK AND LIVE. AS THEIR EDUCATION INCREASES, SO WILL THEIR VALUE AS CITIZENS INCREASE. IT IS NOT TOO MUCH TO HOPE THAT A FEW OF THESE GRADUATES WILL IN TIME BECOME BUSINESS, CIVIC, SOCIAL, OR RELIGIOUS LEADERS IN THEIR COMMUNITIES. IT IS NOT TOO MUCH TO EXPECT THAT ALL OF THESE GRADUATES WILL AT LEAST BECOME GOOD FOLLOWERS."



The Chapel
October 29, 1965
3:00 p. m.

GRADUATION RECEPTION PATRONS

Fain's Hobby Nursery & Garden Center
Foremost Dairies Incorporated
Colonial Baking Company
Frito-Lay Incorporated
Zale Jewelry Company
Bryan's Bakery
Montgomery, Alabama

Graduation Day arrived....a happy occasion for graduating trainees and their families....for staff members....for community and state leaders. But you could hear a pin drop........

Still no news concerning the project renewal!

Saturday, October 30, 1965

Letter encourages graduate at Draper

BY KATE HARRIS
News staff writer

DRAPER PRISON, Oct. 30 — A sister wrote her brother on graduation day:

"Things have happened that we don't understand and that have hurt us very much — this is God's will."

It was not a usual letter to a graduate, but it meant a lot to one that finished a course Friday at Draper Correctional Institute.

Draper has been a national pioneer in teaching trades to inmates so that they will be equipped to make a living on the "outside."

"TO TAKE DARES or do deeds that are dangerous or foolish," the sister wrote her brother, who was completing his term as an inmate here. "does not make you a man."

She went on to say that finishing high school and completing a trade while serving his sentence at Draper was "the most mature and wisest thing you have ever done and the first sign of accepting the responsibilities of manhood.

"I realize that sometimes you become discouraged, depressed and think it's not worth the effort, but you're getting more than a welder's diploma. You're getting a new lease on life.

"Today, I believe all your bad has been balanced by the good. I need not tell you mother and I are very happy. We are behind you all the way."

As the brother, along with 63 other prisoners, received his trade school diploma Friday, this letter was read by Dr. John McKee, director of the experimental project financed by the federal government to determine if raising a prisoner's educational level and teaching him a trade can return him to society as a better citizen.

Of the 70 young men who started out in the trade school several months ago, only three have dropped out. Three already have been paroled and their certificates will be mailed to them.

OF THE 64 who actually received diplomas Friday, 13 have passed a general educational development test — examinations that must be taken by non-high school graduates who want to go to college. In addition, a total of 80 certificates of achievement in various fields were awarded.

Seven boys told families and friends invited to the graduation program held in the prison chapel what the training had meant to them. They said:

"We want to express our appreciation to the entire staff for the opportunities available to us" . . . "The school in itself has given us new hope" . . . "It has changed us from the hopeless to the hoped-for" . . . "I have not only learned a trade but a lot about people."

" . . . Now we have something to give our fellow man instead of taking all."

The graduates praised the efforts of the staff here, which they described as "capable." They said: "They've changed my attitude and outlook on life" and "I can't thank them enough."

SEN. JAMES S Clark of Barbour County, principal speaker at the graduation exercises, pointed out that in order to be successful one must be able to make a decent living "and this is what we are trying to give you boys."

Clark was active in securing the resolutions from both houses of the State Legislature endorsing the vocational education program here at Draper. He is a member of the prison study committee and has followed the experiment from its infancy.

He characterized Draper as "setting the pace internationally for the type of rehabilitation program we must have in our prison systems if we hope for our inamtes to do as much for themselves as possible."

"If you do your best," he told the youths, "someone else will help you do even better. You must have faith in yourselves and in others but you cannot succeed unless you are willing to give of yourselves to others."

FRANK LEE, state prison commissioner, sensed a little awkwardness among the guests in attending the unusual celebration. He urged them to shed their "spirit of melancholy" and recognize the event as "a time of gladness."

He announced that Friday a committee took the first steps toward tearing down Kilby Prison at Montgomery and revamping the state's entire prison system into a more modern complex.

Warden John C. Watkins welcomed the guests and Dr. McKee awarded the certificates.

All of the graduates except one wore regulation prison garb. He had donned a business suit, white shirt and tie because he that day had received his parole.

Dr. McKee said several of the men gave up "their good time" (days awarded for good behavior) so that they could remain long enough to finish their trade courses. Every boy in the class will have been placed in a job before he leaves the correctional center.

FOR THE RECEPTION which followed, one bare room of the prison was transformed. A lace cloth covered a table from which punch was served from a crystal bowl by women staff members. Candles burned in a three-branched candelabra at which another staff member presided at a guest register.

The inmates and their families talked quietly as they drank punch and ate dainty sandwiches and cookies.

This, too, is part of the program. Inmates, many of whom come from homes where social niceties are unknown, are taught how to conduct themselves properly on social occasions.

11-A

Draper Vocational Project Gives Graduation Certificates To Inmate

ELMORE — Sixty-four Draper Correctional Center inmates received certificates of graduation today from the Vocational Education Experimental-Demonstration Project.

Dr. John M. McKee, director of the Draper Project, awarded the certificates to the students in exercises at the institution's chapel, after Sen. James Clark of Eufaula delivered the commencement address.

OH M McKEE CONGRATULATE STUDENT
M Graduation At The Draper Vocational Project

This class is the second group of students within the year's history of the project to graduate from vocational courses. Forty-six certificates were given out in May to graduates of the first group of six-month courses. Today's class included the second group of six-month students and trainees in radio and television repair and technical writing, both 12-month courses.

Sen. Clark, giving the major address, is the chairman of the prison study committee.

Warden John C. Watkins welcomed visitors to the graduation ceremonies.

Rev. John W. Phillips, minister of the All Saints Episcopal Church in Montgomery, gave benediction.

An inmate, one of the students in the Project, sang a hymn for the invocation.

Visitors included parents of the students, members of the board and advisory committee and other state officials. Mrs. Donna Seay, assistant director of the Project, was on hand, along with all of the staff.

Although he could not be present today, Board of Corrections Commissioner A. Frank Lee issued the official announcement of the graduation earlier this week.

In May, 46 students graduated in barbering, bricklaying, service station mechanics, small electrical appliance repairs and welding. Of this 46, 36 have been paroled and placed in jobs. The other 10 are now waiting parole.

Thirteen members of today's class have passed their General Education Development test. They received the equivalency of a high school diploma as well as their vocational certificate.

One student was release morning. William Tyler, dent in the welding clas officially turned out of I this morning. However, remained to take his cert in the ceremonies. He w only student in free - clothes.

One student from each made a short talk durir ceremonies on "What training has mean

A reception w the graduation i Room inside the

Inmates at Draper Learn

BY GAIL FALK

ELMORE--Robert Wilson never graduated from high school in his home town of Mobile, which he calls "a big, nasty city." Two years ago, he was convicted of robbery and grand larceny and sentenced to Draper Correctional Center, 17 miles north of Montgomery.

Last week he sat at a typewriter at Draper writing a thoughtful answer to the first question of a final exam--"Write a comprehensive introductory chapter to a textbook on mathetics. Minimum ten pages." The teacher told the class that the answer should be aimed at someone with a bachelor's or master's degree from college.

Wilson is finishing an experimental course in technical writing that was started at the prison just one year ago. The course is part of a Manpower Development and Training Act program to teach job skills to inmates at Draper.

This experimental school is a little different from other MDTA schools in Alabama. Like the other MDTA schools, Draper's program teaches job skills--barbering, brick-laying, auto mechanics, small electrical appliance repair, welding, radio and TV repair and technical writing.

But the Draper program isn't just preparing men for a new job. It has to prepare them for a new life--in the "free world."

The prison is in the middle of acres of cotton, and before the school began, men sent to Draper had no choice but to spend their days at hard labor in the fields.

"It was a long, dry, dull year before this came along," said Wilson.

There were long, dry, dull years for a lot of convicts before John C. Watkins, warden of Draper, began doing some thinking in 1962.

A man is supposed to learn that "crime doesn't pay" after he's gone to jail. But Watkins found that 70 per cent of the men released from Draper were later convicted of another crime.

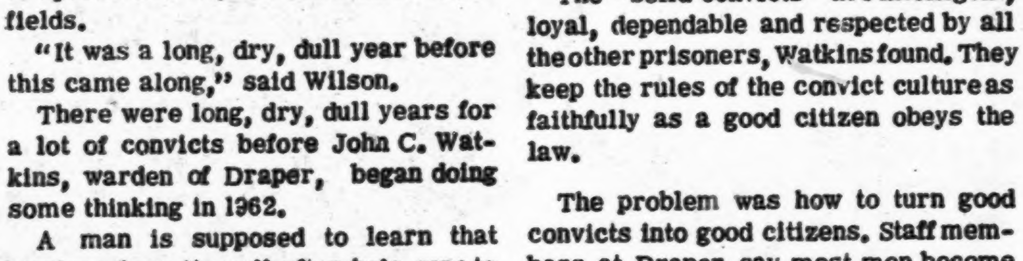
Warden Watkins began to look more closely at what was going on inside his prison. He found that a man who entered prison became part of a whole new world. Watkins called this world "the convict culture."

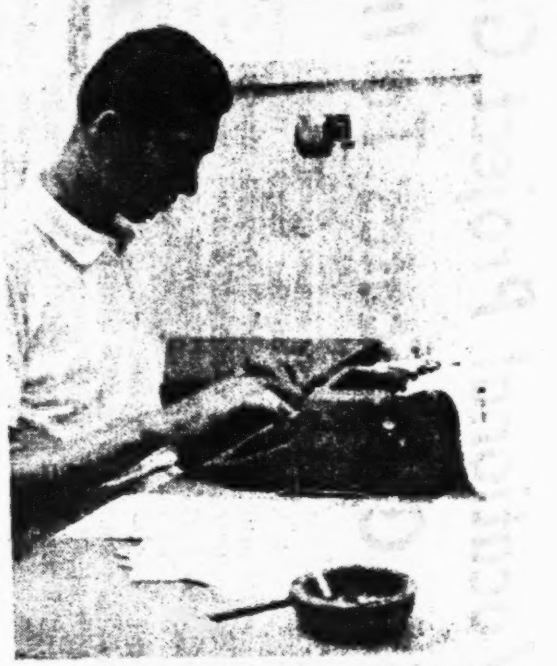
In order to get along without freedom and without women, the convicts have formed their own way of life, Watkins found. There are strict rules, although they aren't the rules of the "free world." Robbery and murder are all right, but "ratting" on another prisoner is not. Men who rat are punished by the convict culture.

Then Watkins came to a surprising conclusion. Many people think that prisoners are mentally ill. But Watkins decided there wasn't very much difference between a good, solid convict and a good, solid citizen.

The "solid convicts" are intelligent, loyal, dependable and respected by all the other prisoners, Watkins found. They keep the rules of the convict culture as faithfully as a good citizen obeys the law.

The problem was how to turn good convicts into good citizens. Staff members at Draper say most men become convicts when they don't have anything to do and they can't find a job. And staff members say most released prisoners come back to prison because they can't get a good job.





STUDENTS WORK HARD IN T
EXAM FOR THE TECHNICAL
ANCE TEACHER (CENTER),

That is why Draper applied for a Manpower Development and Training Act grant. If men could get a good job when they were released from prison, the staff thought, they would be less likely to get into trouble again.

Draper isn't the first prison to think of giving vocational training to its inmates. But it is one of the most successful. It takes special teaching skill to persuade a "solid convict" to trust his jailer as a teacher.

One reason for the success of the Draper program is that the teachers really like the prisoners and show confidence in them.

They let the inmates talk freely with visitors. They include them in planning and evaluating the experimental program. They teach college level subjects--like technical writing and psychology--to those who want to learn.

Another reason for success is the special kind of teaching that is used at Draper. Project director, John M. McKee, a psychologist, has shown in work at Draper that "programmed learning" is a good way to teach prisoners. Many inmates who dropped out or flunked out of school study programmed learning workbooks enthusiastically.

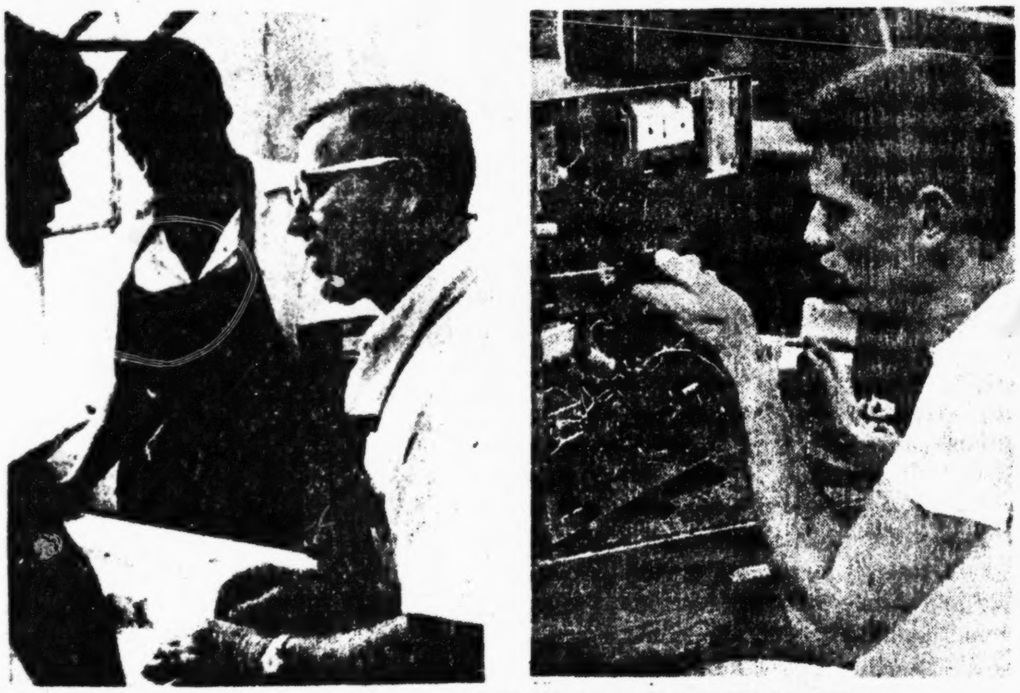
Programmed learning breaks the subject down into very small s[illegible]s. It asks questions to build up the s[illegible] knowledge gradually. Each que[illegible] lows from the last, [illegible] an aver[illegible] dent can [illegible] right.

For in[illegible]

THE SOU[illegible]

13-6

Skills for 'Free World'



HE NEW VOCATIONAL COURSES. HERE ONE MAN TYPES HIS FINAL
WRITING COURSE (LEFT), TWO MEN LISTEN TO THE SMALL APPLI-
AND ANOTHER GETS SOME PRACTICE IN DOING REPAIRS (RIGHT)

It's very important for a prisoner to feel that he is getting almost every question right. These men have been failures all their lives, say several teachers at Draper--they've even failed at crime. With programmed learning, the teachers say, the men can feel they're succeeding at something.

But programmed learning is a new field, and manuals haven't been written for many parts of the vocational courses.

Instead of waiting for the books to be written by professionals, Joe Harless, a 24-year-old graduate of the University of Alabama, started a class to teach some of the inmates, like Wilson, to write textbooks themselves.

His technical writing class is made up of ten of the brightest men in the program. None of them has a high school diploma from the free world.

Richard Bene, 21, serving time for armed robbery, was one of the students who wrote a self-instructional text.

"Programmed learning gives just what the student needs to know. We try to eliminate the 'nice to know,'" he explained.

Bene said the teachers who tried out the manuals were pleased with them.

"At first, quite a few didn't like the idea," he recalled. "They thought a student had to know more of the nice-to-know things. They learned that way, and they couldn't imagine their students learning any other way.

"But once they found out how better our way works, they went along with it."

They like being part of an experiment. It makes them feel important.

Some of the prisoners got so interested in the idea of experimenting that they have started an experiment of their own. A group applied for a Junior Chamber of Commerce charter for the prison.

Their first project is obtaining and repairing toys for underprivileged children in the Elmore area.

John King, a quiet-spoken young man who is a member of the technical writing class, had high hopes for the Junior Chamber of Commerce. "We want to raise money for the chapter by producing self-instructional workbooks," he said.

Using the skill they have learned in technical writing class, the men want to write programmed learning books on rules of parliamentary procedure and how to set up a new Junior Chamber of Commerce chapter. They hope to sell the manuals to chapters all over the country.

If they can raise enough money, the men want to start projects to improve life at the prison.

"We'd like to start a dormitory--like a college dormitory, as a good conduct quarters.

"We'd like to pay for better meals. And pay a photographer to come take polaroid pictures that the prisoners can send home," said King.

One thing worries Bene and Wilson and their classmates more than anything else. Now that they have become experts, are they going to have a chance to use their skill?

"I'm racking my brains," said one who won't be paroled for a year, "to find a way to keep from going back to those cotton fields."

The prisoners aren't allowed to take more than one year-long course. So when they graduate, they have to go back to work in the fields with the other convicts, unless they are paroled.

Even for prisoners eligible for parole, there is reason to worry. No one is paroled until he has a sure place to stay and a sure job. But most employers don't want to hire a man who's been in prison.

And there's another problem. For most jobs, the employer wants the applicants to come and talk with him. But prisoners aren't allowed to leave Draper until they're paroled, so they can't go for job interviews--even under guard.

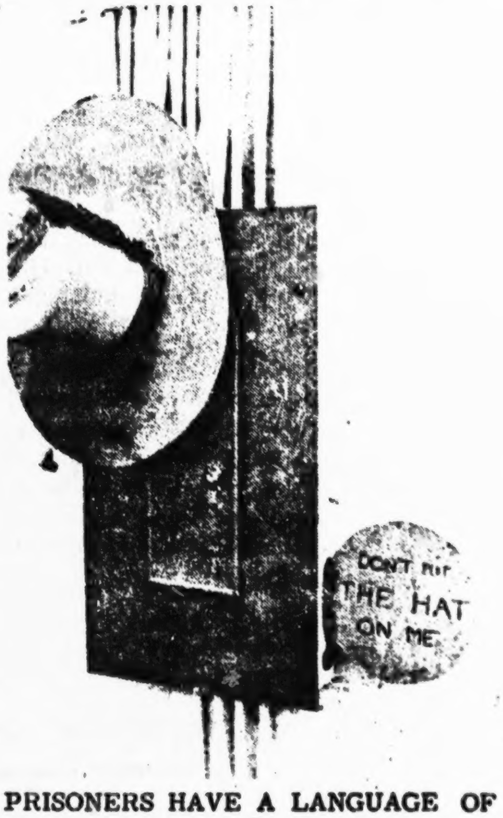
"They distrust us still," explained Wilson.

Both the prisoners and the staff at Draper are worried about what happens to a man after he is released. The prison gives each man $10, a bus ticket back to the place of his arrest (up to $10 worth) and a suit of clothes. This is all most released prisoners and parolees have to make a place for themselves in the free world.

The staff members say they need more of a follow-up program. In the meantime, some teachers keep an eye on their graduates. The small appliance teacher took one of his former students to the lake and several others to church. Another teacher bought all his graduates a set of tools, which they will pay him for at 15¢ a week.

Most of the students are realistic about how things will be in the free world. Even with new skills, they know it's not going to be easy to succeed in the world where they once failed.

Bene said he got "a little nervous" when he thought about being paroled. "But I'm 21 now," he said. "I want a chance to prove myself."



PRISONERS HAVE A LANGUAGE OF THEIR OWN. DON'T PUT THE HAT ON ME MEANS DON'T TRY TO FOOL ME.

Draper project using students

BY KATE HARRIS

News staff writer 4..

DRAPER CORRECTIONAL CENTER, Nov, 26 — This prison for youthful male offenders has experimented for the past 2½ years with the employment of college students in a special education and rehabilitation project.

During that time 27 junior, senior and graduate students have been employed in what is known as the "College Corps."

The [illegible]n have come from the following colleges and universities: Tulane, University of Alabama, Huntingdon College, Auburn University, Alabama College, Troy State, Livingston State, University of South Alabama and Michigan's Kalamazoo College.

The idea for the corps took form during the school term, 1962-63, when permission was given for Huntingdon College students and Draper inmates to attend jointly a seminar on "Psychology of Adjustment.".

PRISON OFFICIALS discovered a definite attitude change in the participating inmates. Most of them acquired a desire for a college education.

The inmates tended to mirror themselves in the college students and achieved some type of positive identification with them.

As an experiment young men are being recruited from college campuses to serve in the corps for three to six months. They must agree to return to college immediately after working at Draper. Those accepted must rate academically in the upper half of their classes.

Draper, which is 25 miles northeast of Montgomery at Elmore, has pioneered in the rehabilitation of youthful offenders and has received national recognition for its work.

Corpsmen receive a salary of $300 pr month. **Arrangements are sometimes madē with colleges to give credit for the work, which also provides valuable experience for these wishing to make a career of guidance.**

Most of the corpsmen work in Draper's experimental project's self - instructional school for inmates. They assist in the supervision of students studying "programmed instructional" texts.

THE CURRICULUM of the school includes all grade levels through college preparatory. The corpsmen also do testing, evaluate a student's program, collect and record data and give assistance to individual students.

They work under the direct supervision of Dr. John M. McKee, project director; Carl tor of the instructional program and John C. Latkins, warden.

Clements was Draper's first College Corpsman and after graduation returned as a full-time employe.

Work begins at 7 a.m. and ends between 4 and 5 p.m. Special assignments often require night and weekend work.

State Commissioner of Corrections Frank Lee calls the use of college students at Draper "one of the most important developments in the field of corrections in recent years" and highly praises the conscientious work of the young recruits.

Officials here hope that the program will serve the purpose of long - range recruitment of young people into the field of corrections.

THEY ALSO believe cooperative arrangements with colleges for placement of students in the Draper project will more closely link institutions of higher learning to the correctional system.

* * *

The program offers to psychology and sociology majors supervised on-the-job training.

Presently serving as college orpsmen are Stanley Riley, ivingston State; Don Porter-ield, who recently graduated rom The Citadel; George icks, University of South labama; Jim GILLHAM, alamazoo College, and nry I. Blaine II, Troy State. thers who have served in program are Don Hoelle, ving Kaufman, Winfred Lumpkin, Charles Phillip Gilbert, Thomas H. Rogers, Joe Albert Jackson, Thomas P. Stowe Jr., gjessie Wayne Flurry, James A. Peavy Jr., all of the University of Alabama; Bob Schremser, Dan Bailey, Leslie Eugene Shelton Jr., Thomas J. Claybourne, all of Huntingdon College; Wade H. Bowie Jr., Julian M. Varner Jr., gpvaul G. Shoffeitt, Glen Bannister Jr., Eric H. Plattor, all of Auburn University, and Terrell D. Bridges, Alabama College.

* * *

(Refer to Appendix C,

"Two College Corpsmen report

their experiences in the

Draper MDTA Project.")

A-12 Honolulu Star-~~Bulletin~~ Monday, Dec. 13, 1965

Alabama rehabilitation program gets results

Eighty young adult criminals who furthered their educations while serving time at Draper Correctional Center, Elmore, Alabama, have been paroled.

And all of them were placed in jobs that utilize their newly acquired skills.

Dr. John M. McKee reported on his work in Alabama before the Institute on Youth Correctional Program and Facilities Friday as the conference held its third day of sessions in the Empire Room of Hilton Hawaiian Village.

He said 70 percent of the employers who hired the youthful parolees from Draper Correctional Center expressed "over-all satisfaction" with their work.

In Alabama, all criminals age 16 or over are treated as adults.

Chance to learn

At Draper Correctional Center, where the average age is 20, the inmates have the opportunity to become welders, bricklayers, electricians, refrigerator repairmen, auto mechnics, radio-TV repairmen and even technical writers.

Dr. McKee has utilized "intellectual" inmates to write programs of instruction for the technical training provided at the correctional facility.

One withdrawn, suspicious inmate who responded slowly at first to the educational opportunities at Draper is now a junior in college and a member of the "college corps" — a group of students who assist in the rehabilitation of Draper inmates.

This young man wants now to become a warden and make a career of rehabilitating others.

McKee said he sees a good climate for progress in Hawaii in correctional work. He is impressed with the "quality of leadership."

It is "open, flexible and willing" to seek "ideas and innovations."

McKee will spend today and tomorrow meeting with educators in State corrective institutions here.

Various programs

An earlier speaker at Friday's session — J. Robert Weber of the National Council on Crime and Delinquency in New York—discussed various rehabilitation programs.

One point Weber made was that the participation of a juvenile in making decisions concerning his rehabilitation is "an area which warrants considerable experimentation."

Weber said he expects a "great deal of creativity and innovation" to emerge in the correctional field within the next 10 years.

Dr. Stanton Wheeler, a sociologist with the Russell Sage Foundation in New York, reported on studies which analyzed the reactions of juvenile delinquents from the time of their arrest and conviction all the way through their confinement, rehabilitation and release.

Draper Educator Aids In Study

McKEE

Dr. John M. McKee, director of projects in education at Draper Correctional Center in Elmore, will be in Honolulu, Hawaii, serving as a consultant this weekend at the Institute on Youth Correctional Planning.

The institute is conducted by the Juvenile Delinquency and Youth Development Center at the University of Hawaii.

Dr. McKee will address the institute Friday. His address, "Coping with Educational Problems in Correctional Institutions," will point out the general problems and possible solutions in setting up an educational and rehabilitation program in correctional institutions.

Draper Prison Official Attends Honolulu Meeting

Dr. John M. McKee, director of educational projects at Draper Correctional Center in Elmore, will be in Honolulu, Hawaii, this week end, serving as a consultant at the Institute on Youth Correctional Planning.

The institute is conducted by the Juvenile Delinquency and Youth Development Center at the University of Hawaii.

Dr. McKee will address the institute Friday. His speech, "Coping with Educational Problems in Correctional Institutions," will point out the general problems and possible solutions in setting up an educational and rehabilitation program in correctional institutions.

(Refer to Appendix E, "Coping with Educational Problems in Correctional Institutions.")

Jim Morrison Is Assigned Draper Post

State probation and parole officer Jim Morrison, assigned to Montgomery County for the past several years, has been named follow-up counselor for the Manpower Development Training Act project at Draper Correctional Center.

The project offers training, counseling and job placement service for youthful offenders. It recently was given a 14-month extension by the federal government to allow additional time to follow up on program graduates from seven vocational areas who have been paroled and placed in jobs. Government experts said effectiveness of the Draper program could not be evaluated until the parolees were observed, counseled and evaluated in their free-society settings.

State Prison Commissioner Frank Lee cited Morrison's experience as a parole and probation counselor and termed it "interesting and unusual" that he will continue to work with the same people in his new position.

Draper Gets Counselor To Follow-Up Parolees

The Board of Corrections has announced the addition of a follow-up counselor to the staff of the MDTA vocational experimental-demonstration project at Draper Correctional Center.

JIM D. MORRISON
Draper Official

"We are indeed fortunate to have Jim D. Morrison join the vocational staff," A. F. Lee, commissioner of corrections, stated. "His experience as a parole supervisor for the past five years will be invaluable to the project and to his role as a counselor. It is interesting and unusual that Morrison will continue to work with the same group of paroled employes, their employers, and their families in his new position."

Draper's vocational project was recently approved by the U.S. Departments of Labor, Health, Education and Welfare for an approximate 14-month extension of training, counseling, and job placement services for youthful offenders.

The renewal will allow the project additional time in which to carry out an extensive follow-up program for inmate graduates from seven vocational areas who have been paroled and placed in jobs. The effectiveness of the educational programs at Draper cannot be adequately determined until these parolees are observed, counseled, and evaluated in their free-society settings.

An evaluation of this type requires systematic follow-up services through which the counselor will frequently visit paroled employes, their employers, and their families to evaluate the parolees' job performance, industry, family relationships, educational and job advancement, and personal-social adjustment.

Morrison will work closely with Alabama's parole supervisors, and with Draper's job placement officer, Walter Bamberg, in carrying out this program to keep parolees on their jobs and out of prison.

Regardless of the quality of training the inmates receive in the Draper project, or of their ability to perform well in their jobs, it is essential to the success of the project's rehabilitative effort to provide these parolees the supportive services of a follow-up counselor during the crucial months of their adjustment to the free world.

12/18/65

IN HIS ROLE AS PAROLE SUPERVISOR FOR THE MONTGOMERY COUNTY AREA, JIM MORRISON WAS WELL-KNOWN TO MANY OF OUR TRAINEE-GRADUATES, THEIR EMPLOYERS, AND THEIR FAMILIES. IN ORDER TO CLARIFY HIS NEW ROLE AS FOLLOW-UP COUNSELOR FOR THE VOCATIONAL PROJECT, A NEWS RELEASE WAS PREPARED TO CLEARLY SET FORTH THE PURPOSES OF HIS NEW JOB AND, THEREBY, REDUCE ANY CONFUSION IN THE MINDS OF THOSE EMPLOYEES, EMPLOYERS, AND FAMILIES WITH WHOM HE WOULD CONTINUE TO VIST AND WORK.

Saturday, January 22, 1966

Hawaiians Study Draper Rehabilitation Program

By WAYNE GREENHAW

Two distinguished visitors, authorities in the field of prison rehabilitation, are observing activities at the Draper Correctional Center in Elmore this weekend.

Dr. Harry V. Ball, director of the juvenile delinquency and youth development center at the University of Hawaii, and Jack T. Nagoshi, senior staff specialist at the center, are in Montgomery to talk with Dr. John McKee, who heads operation at the Draper Vocational Educational Rehabilitation Project at the local correctional center.

The center in Hawaii is responsible for assisting the state legislature and governor of Hawaii to improve the correctional system in that state.

The Draper facilities are "most impressive," Ball said Friday after he had completed an orientation tour of the rehabilitation plant.

"This is the most exciting development in recent years," Ball said of the central Alabama operation. "There really isn't another program like this one," he said.

"Here people are doing something about the problems of education and rehabilitation," Ball said at Draper. "This is not new," he pointed out. "Educators have been talking about operations like this for quite a while now. The real problem has been . . . no one would do anything about their ideas. Here Dr. McKee has moved forward with the ideas and know - how," Ball said.

At Draper a revolutionary new type of self - instructional lessons called Mathetics is being developed to teach students all subjects, from mathematics to table manners to bricklaying. With student - programmers, made up of a class of inmates, a staff of "free - world" writers study situations, make analyses, then prepare lessons for the individual students in the vocational project.

"The idea of using this particular type of self - instructional lesson seems to be very effective," the director of the Hawaii center said Friday. "This is really the most impressive section of the work being done at Draper," he added.

At the moment Dr. Ball said he would like to import these particular lessons into Hawaii for use in his center. "This may well become Alabama's number one export," Dr. Ball said jokingly.

But, in reality, this was no joke. The lessons prepared at Draper have become recognized as top-notch tools in the education field. Through testing at technical - training schools the lessons have been proven highly effective.

Dr. Ball and his associate have toured institutions in California and, if time permits, they will go to schools in Kentucky. At Los Angeles and San Diego the educational experts went to halfway houses provided for inmates who have been released from prison. These houses give men who have been in prison a period of adjustment they would not ordinarily have. When a prisoner is released from an institution in Alabama he goes onto the street with a new suit — of the 1930 variety complete with double - breasted coat and wide lapels — and $10 in his pocket. The system of the halfway house offers the newly - released prisoner a chance to get acquainted with society again.

Friday afternoon Dr. Ball talked about a Halfway-In House in San Diego. Here first offenders do not go to jail. They go to the House. Inside the kids — young men — keep their own rules. "In this manner they stay close to community life," Dr. Ball said. "They do not leave the world entirely," he added. For instance, the inmates of the House decide about when a boy will go out and go

sued an ID card required of all who seek employment in San Diego. Also, with this step, the young man is required to pay rent at the House and pay for his food. "with this added responsibility he also assumes the consequence," Dr. Ball explained. If a young inmate at the House decides to spend all of his money for breakfast, then he goes without lunch and dinner. He learns to manage his money by personal experience.

Dr. Ball said the remedial self-instructional programs at Draper could easily be incorporated in the halfway house system. He said these programs

In the near future Dr. Ball expects to send a group of specialists from his Hawaii center to Draper for close observation of the work going on here. He is also thinking of ways to further the development of prison rehabilitation, using ideas developed by Dr. McKee and his staff at the Draper center.

Ball and Nagoshi, experts in psychology and sociology of the prisoner, first heard about Dr. McKee's program last month when the Montgomery psychologist went to Hawaii and spoke to a weekend clinic there. At this clinic McKee told about the progress which has been made at Draper.

—Journal Staff Photo

THREE DISCUSS THEIR PRISON WORK

Dr. John McKee (R) Plays Host To Jack Nagoshi (L) And Dr. Harry Ball

DIARY

September 9th

Director and Assistant Director met with Rehabilitation Research Foundation President in Birmingham.

September 13th

Assistant Remedial Instructor, Jim Peavy, began work.

September 14th, 15th

Field Tryouts of three programmed lessons, MDTA, Birmingham

September 15th

Electrical Appliance Instructor attended Norge Meeting.

September 21st

Visitors: Mental Health Group from Bryce's Hospital

Presentation: Assistant Director and Placement Officer addressed the Business and Professional Women's Club, Montgomery.

September 23rd

Field Tryouts, Patterson Trade School, Montgomery

September 24th

Visitor: Mary Rogan - World Health Organization

September 27th

Visitor: Mrs. Puryear, Tuskegee Institute

September 28th

Field Tryouts, Shelton Trade School, Tuscaloosa

October 1st

Visitor: Anacile Riggs, Supervisor, Distributive Education,
State Department of Vocational Education
Lee Allen Ford, Red Cook, Alabama Commission on
Alcoholism, conducted Supplementary Classes.

October 4th

Visitor: Louis Nemerofsky, Office of Manpower, Automation &
Training, U. S. Department of Labor

October 5th, 6th

Field Tryouts, Alabama School of Training, Gadsden, Alabama

October 7th

Rehabilitation Research Foundation, Board & Advisory Committee Meeting, Birmingham

An address or "Long-Range Plans for Alabama's Prison System" was delivered by A. F. Lee, Commissioner of Corrections.

October 11th

Dr. Virginia Zachert, Medical College of Georgia, consulted with Materials Development Unit.

October 12th, 13th

Field Tryouts, Wenonah Trade School, Birmingham, Alabama

October 14th, 15th

Field Tryouts, MDTA, Montgomery

Visitors: University of Alabama Group

October 17th, 18th, 19th

Project Director visited Washington Ad Hoc Committee, Joint Commission on Correctional Manpower and Training, and consulted with John Galvin, Federal Bureau of Prisons.

October 19th

Visitors: Reporters, The Southern Courier, Montgomery

October 22nd

Two Parole Supervisors from the Montgomery area--Jim Morrison and Elmo Graves--conducted a questions and answer session on parole procedures for the Supplementary Classes.

October 29th

Graduation and Reception

Second Section

Draper MDTA

HOW BUSINESS AND INDUSTRY CAN HELP IN THE REHABILITATION OF PROBATIONERS AND PAROLEES

Both probationers and parolees are conditionally free in our communities. And although they are high risk people for crime, the vast majority of them try to choose the crime-avoidance path and seek to remain free. Essential to successful adjustment, however, is the attitude of the community toward them, particularly the civic, business, and industrial sectors of society.

The group I am most knowledgeable about and which I wish to help most are the graduates of Draper Correctional Center's Vocational Experimental-Demonstration Project. A class just graduated in seven vocational areas--barbering, welding, technical writing, bricklaying, small electrical appliance repair, radio and TV repair, and auto service station mechanic-attendant. These men, for the most part, are ready for release to jobs. They are trained for entry level job performance. Our first task now is to get them jobs throughout Alabama. To accomplish this is not so easy, for they are often stigmatized by the very people who must help them.

Yet, we are finding that prospective employers are interested in hiring trained parolees, particularly if these employers knew that parolees have also received training in good work habits, proper attitudes, and other personal-social skills.

The following are ways in which business and industry can facilitate the assimilation of the parolee into free society:

1. Be receptive to hiring ex-prisoners who have undergone training in a vocational and personal rehabilitation program

2. Show personal interest in the parolee by encouraging him to further his training; by cooperating with civic groups, such as the Jaycees, in sponsoring a releasee; by helping him to form desirable associations through church groups, recreation programs, and club memberships

3. Encourage parolee to take advantage of on-the-job training so that he can be upgraded from an entry level

4. Inform Draper Correctional Center (the only penal institution with rehabilitation and training facilities) of your firm's employment needs--that is, the types of jobs open and their training prerequisites

5. Participate in the Draper rehabilitation program by providing speakers or consultants for the training classes

6. Serve as subject-matter specialists in Draper's development of training materials uniquely adapted to the disadvantaged learner

7. Through legislative efforts, put the Draper experimental education and rehabilitation projects on a permanent basis, and extend rehabilitation throughout the prison system, particularly to the Frank Lee Youth Center

8. Support efforts to establish prerelease centers near major cities, so that release to free society becomes a planned and gradual program, rather than an abrupt and traumatic experience for the parolee

Note: Only one graduate (he's from our recent graduating class) is in Huntsville. So far, no others are scheduled for placement in this city.

APPENDIX B

Qualifications of New Personnel

Revised Organizational Chart

Qualifications of New Personnel

Follow-up Counselor - Jim D. Morrison; B. S. Degree in Health, Physical Education, and Recreation, minor in Social Studies; State Teachers College; attended University of Alabama Center Birmingham Graduate School of Guidance and Counseling; two years U. S. Army, Korea; five years, Parole and Probation Supervisor, State Board of Pardons and Paroles, Montgomery County District.

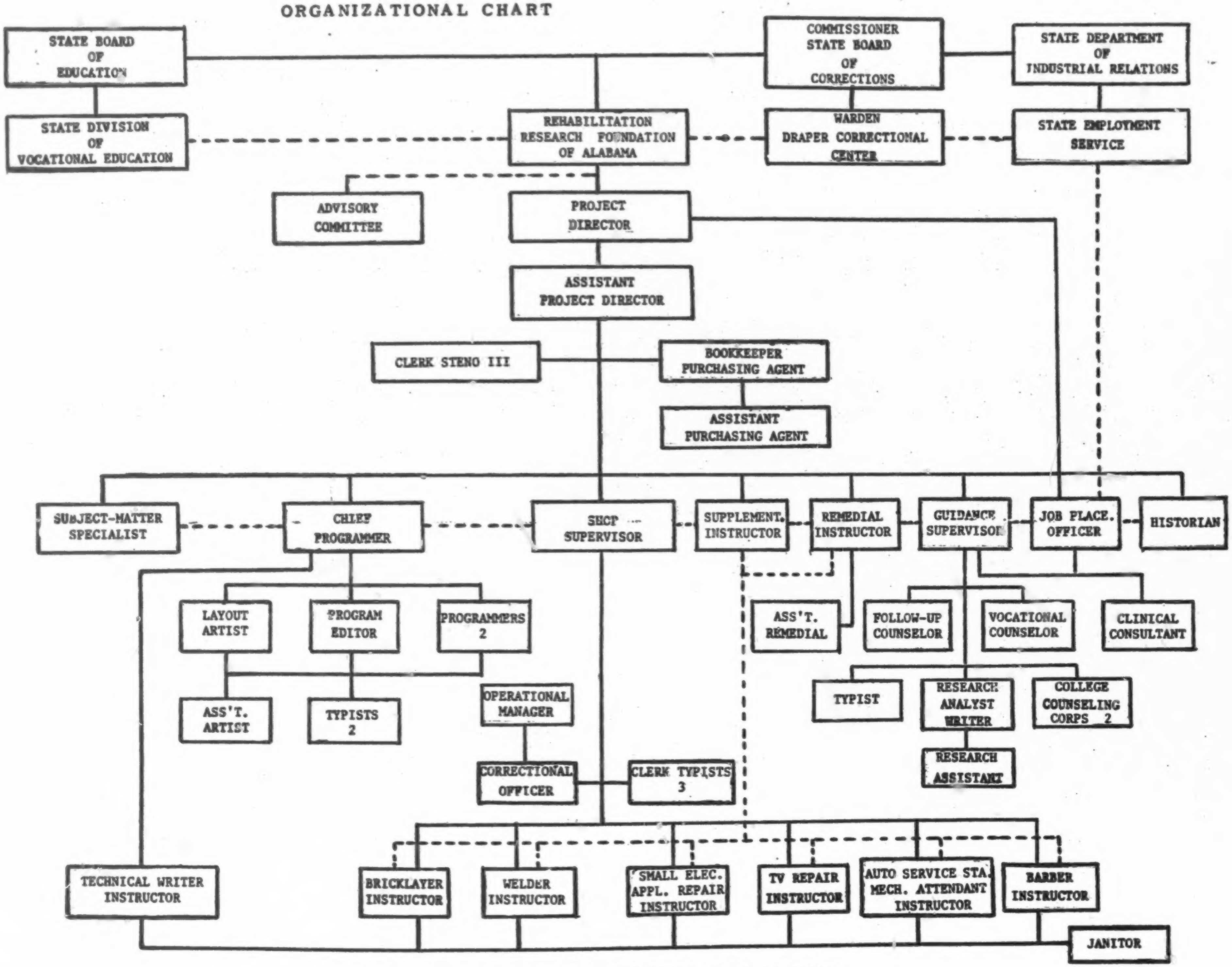
College Corpsman, George W. Pratt; B. A. Degree in Psychology, Auburn University.

Research Analyst-Writer, John Vickers, Jr., majored in Secondary Education, Alabama A. & M. College, Huntsville; eight years, teacher in South Alabama public schools.

College Corps Research Assistant - Robert L. Williams; graduate of Perry County Training School, Uniontown, Alabama, John Patterson Trade School (Electronic Technology) and MDTA Project (offset duplicating) Montgomery, Alabama; Audited: Mathematics and Physics, Southern University, New Orleans; Mathematics, English and Social Sciences, Alabama State College, Montgomery; Advance student, Blackstone Law School, Chicago; Applicant for Spring Quarter, University of Alabama Extension (evening classes), Montgomery.

Clerk-Typist - Hazel Gregory; attended Calhoun Training School, Calhoun, Alabama; Alabama State College Laboratory High School, and the L. M. Haughton Business School, Montgomery; five years, secretary, St. Jude's Appeal Office; ten years, Secretary, Montgomery Improvement Association.

ORGANIZATIONAL CHART

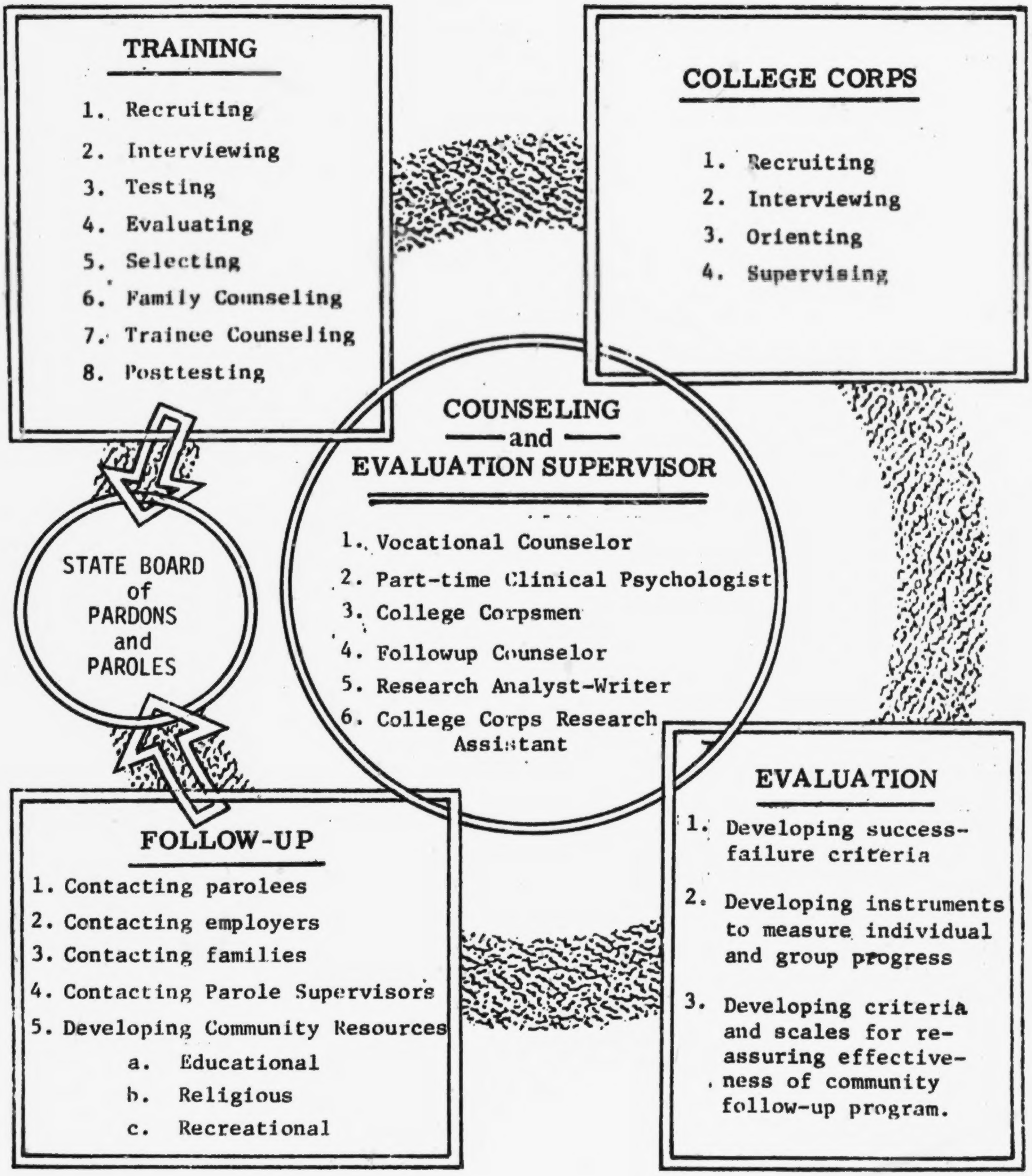

STATE BOARD OF EDUCATION
STATE DIVISION OF VOCATIONAL EDUCATION
COMMISSIONER STATE BOARD OF CORRECTIONS
STATE DEPARTMENT OF INDUSTRIAL RELATIONS
REHABILITATION RESEARCH FOUNDATION OF ALABAMA
WARDEN DRAPER CORRECTIONAL CENTER
STATE EMPLOYMENT SERVICE
ADVISORY COMMITTEE
PROJECT DIRECTOR
ASSISTANT PROJECT DIRECTOR
CLERK STENO III
BOOKKEEPER PURCHASING AGENT
ASSISTANT PURCHASING AGENT
SUBJECT-MATTER SPECIALIST
CHIEF PROGRAMMER
SHOP SUPERVISOR
SUPPLEMENT. INSTRUCTOR
REMEDIAL INSTRUCTOR
GUIDANCE SUPERVISOR
JOB PLACE. OFFICER
HISTORIAN
LAYOUT ARTIST
PROGRAM EDITOR
PROGRAMMERS 2
ASS'T. ARTIST
TYPISTS 2
OPERATIONAL MANAGER
CORRECTIONAL OFFICER
CLERK TYPISTS 3
ASS'T. REMEDIAL
FOLLOW-UP COUNSELOR
VOCATIONAL COUNSELOR
CLINICAL CONSULTANT
TYPIST
RESEARCH ANALYST WRITER
COLLEGE COUNSELING CORPS 2
RESEARCH ASSISTANT
TECHNICAL WRITER INSTRUCTOR
BRICKLAYER INSTRUCTOR
WELDER INSTRUCTOR
SMALL ELEC. APPL. REPAIR INSTRUCTOR
TV REPAIR INSTRUCTOR
AUTO SERVICE STA. MECH. ATTENDANT INSTRUCTOR
BARBER INSTRUCTOR
JANITOR

JANUARY 24, 1966

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
(M D T A - P. L. 89-15)
Rehabilitation Research Foundation
Draper Correctional Center - Elmore, Alabama

Appendix C

COUNSELING AND EVALUATION SERVICES



TRAINING

1. Recruiting
2. Interviewing
3. Testing
4. Evaluating
5. Selecting
6. Family Counseling
7. Trainee Counseling
8. Posttesting

COLLEGE CORPS

1. Recruiting
2. Interviewing
3. Orienting
4. Supervising

COUNSELING and EVALUATION SUPERVISOR

1. Vocational Counselor
2. Part-time Clinical Psychologist
3. College Corpsmen
4. Followup Counselor
5. Research Analyst-Writer
6. College Corps Research Assistant

STATE BOARD of PARDONS and PAROLES

FOLLOW-UP

1. Contacting parolees
2. Contacting employers
3. Contacting families
4. Contacting Parole Supervisors
5. Developing Community Resources
   a. Educational
   b. Religious
   c. Recreational

EVALUATION

1. Developing success-failure criteria
2. Developing instruments to measure individual and group progress
3. Developing criteria and scales for reassuring effectiveness of community follow-up program.

COUNSELING AND EVALUATION SERVICES

MDTA VOCATIONAL E & D PROJECT

Draper Correctional Center

Criteria for Determining Outstanding Students

CLASSROOM AND SHOP
RATING SCALE AND POINT SYSTEM FOR REPORTING

A TO RATED	POINT VALUE	DEFINITION OF AREA
TEREST	4	Very enthusiastic in classroom and shop. Shows outstanding and unusual interest--even above and beyond the call of duty.
	3	Shows interest generally in work required but does not extend his interest to areas above and beyond the call of duty.
	2	Shows interest in some phases of the required work but not all of it and this interest does not last.
	1	Shows very little interest.
	0	Shows no interest at all.
ELIABILITY	4	Very dependable; after initial directions, works without supervision; can be depended upon to do a complete job in all situations.
	3	Usually dependable; works with minimum supervision.
	2	Will do the work but requires a great deal of supervision.
	1	Works only through constant supervision.
	0	Does not work even with constant supervision.
ERSONAL ELATIONS	4	Very positive in all phases of work and in relationships with instructors and students.
	3	Good in most phases of work and in relationships with instructors and students, and is improving.
	2	Fair in some phases of work and in relationships with instructors and students. Needs to develop a positive approach toward improvement
	1	Poor in most phases of work and in relationship with instructors and students. Not willing to improve.
	0	Very negative in all phases of work in relationships with instructors and students.
RSONAL GIENE	4	Excellent. Makes every possible effort to be well-shaven, hair well-groomed, clothing suitably clean, and body clean.
	3	Good. Makes a good effort to fulfill all requirements of good personal hygiene; however, does not always meet standards.
	2	Fair. Makes an average effort to present a good appearance, but fails to meet one or more of the requirements.
	1	Poor. Some effort is expended; however, he presents a poor appearance.
	0	Very bad. Makes no effort to present a neat appearance or display good grooming habits.
AINING OGRESS	4	Excellent.
	3	Good.
	2	Fair.
	1	Poor.
	0	Failing.

TRAINING RECORD

TRAINING RECORD

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
DRAPER CORRECTIONAL CENTER
Elmore, Alabama

tudent: ______________________ **Training Course:** ______________________

nstructor: ______________________ **Grading Period: Began** ________ **Ended** ________

Units of Training (Classroom)	Hours	Rating	Units of Training (Shop)	Hours	Rating

CLASSROOM & SHOP	FIRST WEEK					Weekly Points	SECOND WEEK					Weekly Points
	Mon.	Tue.	Wed.	Thu.	Fri.		Mon.	Tue.	Wed.	Thu.	Fri.	
nterest*												
eliability*												
ersonal Relations*												
ersonal Hygiene*												
raining Progress												
TOTAL WEEKLY POINTS							TOTAL WEEKLY POINTS					
							TOTAL POINTS FOR BOTH WEEKS					

		Possible Points
ISTRUCTOR'S TOTAL POINTS FOR BOTH WEEKS	______	(200)
+		
EMEDIAL INSTRUCTOR'S TOTAL POINTS	______	(32)
+		
UPPLEMENTARY INSTRUCTOR'S TOTAL POINTS	______	(32)
=	______	(264)
-		
EDUCTED POINTS BY ______________ -	25	
=		
T TOTAL POINTS (POSSIBLE 264 POINTS)=	______	

INSTRUCTOR'S COMMENTS:

REASON FOR POINT DEDUCTION:

TRAINING RECORD

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
DRAPER CORRECTIONAL CENTER
Elmore, Alabama

TRAINING RECORD

udent: John Harold Doe

Training Course: Supplementary & Distributive Education

structor: Malon Graham

Grading Period: Began 2/7/66 Ended 2/18/16

Units of Training (Classroom)	Hours	Ratin	Units of Training (Shop)	Hours	Rating
AVERAGE (TOTAL HOURS)	8				
(Distributive Educ....	4	3			
(Supplementary........	4	4			

CLASSROOM & SHOP	FIRST WEEK					Weekly Points	SECOND WEEK					Weekly Points
	Mon.	Tue.	Wed.	Thu.	Fri.		Mon.	Tue.	Wed.	Thu.	Fri.	
nterest*						3						3
eliability*						3						3
ersonal Relations*						4						3
ersonal Hygiene*						3						3
raining Progress												
TOTAL WEEKLY POINTS						13	TOTAL WEEKLY POINTS					12
							TOTAL POINTS FOR BOTH WEEKS					25

		Possible Points
NSTRUCTOR'S TOTAL POINTS FOR BOTH WEEKS	____	(200)
+		
REMEDIAL INSTRUCTOR'S TOTAL POINTS	____	(32)
+		
SUPPLEMENTARY INSTRUCTOR'S TOTAL POINTS	____	(32)
=	____	(264)
-		
EDUCTED POINTS BY ______________ -	25	
=		
ET. TOTAL POINTS (POSSIBLE 264 POINTS)=	____	

INSTRUCTOR'S COMMENTS:

Needs to participate more in class discussion. Is doing good work but could improve.

REASON FOR POINT DEDUCTION:

TRAINING RECORD

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
DRAPER CORRECTIONAL CENTER
Elmore, Alabama

TRAINING RECORD

tudent: John Harold Doe Training Course: Barber

nstructor: James Graham Grading Period: Began 2/7/66 Ended 2/18/66

Units of Training (Classroom)		Hours	Rating	Units of Training (Shop)	Hours	Rating
AVERAGE	**(TOTAL HOURS)**	18	3	**AVERAGE (TOTAL HOURS)**	42	3
I. Barber Theory & Barber Science	(Skin..................	4	3	(Haircuts.............	30	3
	(Cosmetics..........	5	3	(Shampoos............	5	3
	(Ethics..............	5	4	(Shaves..............	7	3
	(Hygiene............	4	3			

CLASSROOM & SHOP	FIRST WEEK Mon.	Tue.	Wed.	Thu.	Fri.	Weekly Points	SECOND WEEK Mon.	Tue.	Wed.	Thu.	Fri.	Weekly Points
nterest*	3	1	3	3	3	13	3	4	3	3	4	17
eliability*	3	3	3	3	3	15	3	4	3	4	4	18
ersonal Relations*	2	3	3	3	4	15	3	3	3	4	4	17
ersonal Hygiene*	2	2	3	3	3	13	3	3	3	3	4	16
raining Progress	2	2	3	3	4	14	3	3	4	3	4	17
					TOTAL WEEKLY POINTS	70					TOTAL WEEKLY POINTS	85

TOTAL POINTS FOR BOTH WEEKS 155

INSTRUCTORS: DO NOT WRITE IN THIS BLOCK

		Possible Points
STRUCTOR'S TOTAL POINTS FOR BOTH WEEKS	155	(200)
+		
EMEDIAL INSTRUCTOR'S TOTAL POINTS	24	(32)
+		
UPPLEMENTARY INSTRUCTOR'S TOTAL POINTS	25	(32)
=	204	(264)
-		
DUCTED POINTS BY WARDEN -	25	
=		
T TOTAL POINTS (POSSIBLE 264 POINTS)=	179	

INSTRUCTOR'S COMMENTS:

John is making constant improvements He responds to suggestions and follows through.

REASON FOR POINT DEDUCTION:

Involved in gambling in prison. Confined in "doghouse" for three days.

TRAINING
RECORD

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
DRAPER CORRECTIONAL CENTER
Elmore, Alabama

TRAI[illegible]

tudent: John Harold Doe

Training Course: Remedial

nstructor: Arthur J. Parsons

Grading Period: Began 2/7/66 Ended 2/[illegible]

Units of Training (Classroom)	Hours	Rating	Units of Training (Shop)	Hours	ating
AVERAGE (TOTAL HOURS) **Note: Could list programs worked on or completed**	**12**	**3**			

CLASSROOM & SHOP	FIRST WEEK Mon.	Tue.	Wed.	Thu.	Fri.	Weekly Points	SECOND WEEK Mon.	Tue.	Wed.	Thu.	Fri.	Weekly Points
terest*						3						3
[illegible]*						3						3
ersonal Relations*						3						3
ersonal Hygiene*						3						3
aining Progress												
					TOTAL WEEKLY POINTS	12					TOTAL WEEKLY POINTS	12

TOTAL POINTS FOR BOTH WEEKS 24

		Possible Points
STRUCTOR'S TOTAL POINTS FOR BOTH WEEKS		(200)
+		
EMEDIAL INSTRUCTOR'S TOTAL POINTS		(32)
+		
UPPLEMENTARY INSTRUCTOR'S TOTAL POINTS		(32)
=		(264)
UCTED POINTS BY ______ -	25	
TOTAL POINTS (POSSIBLE 264 POINTS)=		

INSTRUCTOR'S COMMENTS:

Is capable of doing better work at a faster pace.

REASON FOR POINT DEDUCTION:

81 Students

Name: ____________________ **CONFIDENTAL** Class ____________
Date: ____________

TRAINEE PROBLEMS CHECK LIST

I. Check any of the problems listed below which you might have upon release from prison.

8 1. Having a place to live.
14 2. Getting a job
9 3. Not having needed clothing
1 4. Not being accepted by family
4 5. Problems concerning wife
3 6. Problems concerning children
9 7. Not being wanted back in hometown
5 8. Debts owed before coming into prison
7 9. Obtaining work in the trade I am taking because there is no demand for this job in the place where I want to live
13 10. Not having enough money to support myself until I receive my first pay
11 11. Possibility of "holdovers" after release
4 12. Habits formed inside prison that will be hard to quit on the outside
11 13. Not having enough money to buy the needed tools and equipment when I start work
4 14. Staying away from "trouble-makers" and "trouble-places" on the outside
1 15. Being able to live up to the expectations of the instructors and members of the school staff
__ 16. Others: ____________________

II. Check any of the problems listed below which you have at the present time.

2 1. Not being able to do passing work in school
9 2. Not having needed underwear, socks, etc.
6 3. Not having needed articles for shaving, bathing, etc.
5 4. Members of family not visiting
2 5. Members of family or others not writing
1 6. Not being able to get a haircut
4 7. Sickness in family
5 8. Family needing financial help
6 9. Worrying about "holdovers"
6 10. Getting up late in the morning
3 11. Staying away from "trouble-makers" inside
0 12. Getting along with instructor
1 13. Getting along with other students in class
10 14. Frequent headaches
6 15. Poor eyesight
2 16. Sleeping at night
14 17. Nervousness
2 18. Debts owed to other prisoners
5 19. No safe place to keep personal things
12 20. Needing tattoos removed
14 21. Needing medical or dental care
__ 22. Others: ____________________

YES NO Would you like to discuss any of the above problems with a counselor?

Report on the Draper
Vocational E&D Project
May, 1965 - October, 1965

C. J. Rosecrans, Ph.D.
Consulting Clinical Psychologist

9-C

The clinical psychologist consultant changed his general orientation for services for the second group of students whose classes began in May and were concluded in October. In consultation with the personal and vocational counselors, it was decided that only selected inmates would be referred for evaluation or interviews with the clinical psychologist since both counselors were devoting much more time to individual counseling with the second group of trainees than they had been able to do previously, and the counseling was being done with an emphasis on early detection of and attention to their problems. Another fact taken into consideration was that the instructors serve as "role model" individuals and "counselors"--whether formally, or not--as well as technical material teachers; therefore, the psychologist could serve well in assisting the instructors in this adjunctive area of their jobs.

It is readily apparent that instructors serve in more roles and in more involved relationships with the inmate trainees than does an instructor with his students in a free-world atmosphere. First, the limitation of such contacts within a prison environment automatically increases the strength of relationships and the importance of the interactions with instructors; these tend to be more diluted in an extra-prison vocational class. Secondly, the instructor imparts not only his technical knowledge to the student-inmates, but he also serves as a reinforcer of attitudes, a motivator, and a "role model" of having adopted the law-abiding morals and ethics of the free community with which the student-inmate can identify and, hopefully, incorporate into his own community. There is certainly no intimation that inmates will become "carbon copies" of instructors or other staff members. However, so far as the free world's values and ethics are communicated to the inmates by the actions, spoken and unspoken, of the instructors and staff, to that extent can the prisoners be exposed to a "model" whose values they can incorporate into their own behavioral system.

Thus, instructors in the vocational training program are one of the major resources for influencing inmates to modify self-concepts and adapt new attitudes. This aspect of the inmates' training is at least as important as is the acquisition of technical knowledge. Though personal and vocational counselors as well as the clinical psychologist serve the individual's need for counseling as it arises, the major portion of psychological rehabilitation remains with the instructors. It is my impression that many of the instructors instinctively "know" this and work on it as part of their teaching program while others have come to sense this aspect of the ultimate success or failure of their students.

Successful classroom and shop work experiences is not enough to promote the trainees toward successful rehabilitation. Each approach to an inmate by an instructor, while following some general principles, requires an ingenuity and originality of "customizing" a way to "break through" to the inmate. Failures are to be expected and are readily recognized by the staff. On the other hand, successes are also apparent, though a cautious optimism accompanies the necessary follow-up of the trainees in this experimental program. The question of how much permanent impact such interpersonal relationships will have had on an individual when he is released to a world of relatively free stimulus control is the ultimate criterion which this program shall determine. A marked change in the recidivism rate of these inmates may well be expected, but I cannot estimate any reduction percentage at this time. Perfection is not a reasonable goal in such an experimental project, but any recidivist rate reduction should allow for continued refinement of the project's selection, counseling, placement, and follow-up methods which may be transmitted to other intreated institutions.

Psychological Contacts

May - October, 1965

Total contacts with inmates	**34**
Evaluations and Interviews	**12**
"On-the-Job" Contacts	**22**
Contacts with Instructors	**16**
Contacts with Personal Counselors (each visit)	**12**

TRAINEE ____________________

Summary of Psychologist's Interviews and Examination

10/18/65

This 22 year-old inmate has a long history of delinquent and criminal behavior. He has suffered minimal negative consequences for his illegal acts, having been constantly protected and indulged through the intercession of his parents. Although he professed great need and desire for counseling and change, he has an extensive history of lying, exploiting others, leaving out damaging or implicating historical material, and otherwise yielding an excellent social impression while continuing in illegal activity. It is my best clinical judgement at this time that trainee ________. will complete his coursework in good fashion, will keep his record fairly clean while in prison, but will again get into legal difficulty within a short time of his release from prison. His frustration tolerance is low and his need satisfactions so great that he has very low ability to prolong time needs of satisfaction through regular work and effort and will again "short-cut" this procedure by extra-legal means. I regret my skepticism of this bright, personable, and neat-appearing boy but I have no other alternative at this time. He will probably adapt successfully to the prison culture and this rehabilitation program, but the ultimate test of social integration upon release remains a guarded question to the psychologist at this time.

Psychological Examination: June 22, 1965

Trainee__________ is a 22 year-old young man enrolled in the barbering course. He appears to be a neat, mannerly, intelligent boy who has a long history of "acting out" behavior since he was 16 years of age. He is reported to be doing good work (2nd highest) in coursework but is not doing too well in shopwork, although this has lately improved. (He later told me that he was "stiff" in his shopwork because he did not like to expose his arms which were tattooed--(his wrists were also cut and scarred)-- and this restricted his barbering movements while he was cutting hair.) The trainee complains of periods of depression and wanting to be by himself because of a feeling (unfounded, he says) that people don't like him. He feels that they seem to be hostile or don't speak to him at the time but that this is really not true; it is just the way he feels about it. He says that every-thing--and my work suffers."

The Trainee reports his appetite is good and that he sleeps well except that he has trouble getting to sleep when he is depressed. He occasionally dreams but recalls none. He had polio at 8 years of age with good recovery. He has also had "blood poisoning," pneumonia, and 2 years ago he reports a kidney infection, all of which he recovered from without ill effects.

In the 9th grade, Trainee got a girl pregnant and they were married for one year. He went into the Navy and while there, he did much drinking, met a girl, and went AWOL for which he received punishment and an undesirable discharge. He returned to school in the 11th grade. Shortly after that, he worked selling encyclopedias, embezzled money, was sent to Bryce Hospital, escaped, changed his name, moved to Jacksonville, Florida, became manager of a shoe store, embezzled money, and was eventually sentenced to Draper. The Trainee is an exceptionally smooth talker, appears very "sincere," and seems much younger in appearance than his 22 years of age.

The Verbal Scale of the Wechsler Adult Intelligence Scale yields an I.Q. of approximately 116, bright normal intelligence. The Bender-Gestalt Test is fairly well done with good organization and control with no anxiety evidenced. There is some poor planning exhibited in the reproductions but not extremely so. The Draw-a-Person Test is not especially revealing. Some immaturity, emphasis on intellectuality, and indifference toward the environment seemed apparent. The Rorschach performance reveals some anxiety and aggressive feelings which may more nearly be directed toward peer figures. He expresses a general immaturity regarding human-to-human relationships in spite of good intellectual and verbal expression to the contrary. He has some feminine interests and a general passivity of affect but this is not phlegmatic inactivity. Strong masculine authority figures are somewhat threatening to him, and he has feelings of inadequacy for which he must continually compensate. He has excessive control of emotional expression and this is generally handled by intellectualization which gives a "best behavior" impression when controlled.

One can easily be taken with this Trainee's sincerity and "wide open" expression of honesty and desire for help, but I have real doubts as to the depth of this sincerity at this time. This is not because he is deliberately lying to me but because he does not appear to have enough ability to prolong need satisfaction and has such a strong need to compensate for inadequacy feelings that he cannot maintain his intentions to do things properly or legally.

TRAINEE ______________ 9/7/65

Trainee was seen today for the first time in over 5 or 6 weeks (cotton picking on the farm plus the consultant's vacation). He continues a real "smoothie"--very sincere and vitally interested in getting paroled in the near future. He complains of being nervous, irritable, and increasingly active or expansive whenever he begins something.

He says he is tops, or very near, in classroom work (barbering) and in his Supplementary class work. He has improved in his shopwork, he says, since he stopped trying to hide his wrist cuts by long shirts or awkward handling of the barber tools. He says he was trying to keep his wrist cuts hidden from Mr. Graham because he was very embarrassed about them. In addition to the wrist cuts, he has several tattoos on both arms. He now complains that he works "faster and faster" as he cuts hair, but his work deteriorates at the same time, and he grows more nervous with the "expansive" emotionality. "Everything I do, I want to do faster and better until I get nervous and I can't work as well." He also related how much insight he has gained from reading some "psychology" books which sound like popularized "positive thinking" books. For example, he says, most of his problem is negative thinking but he is changing his thinking to develop a "positive attitude" toward himself and what he does.

A lot of Trainee_______'s talk today, while seemingly sincere appears to be an easy "name dropping" bunch of "gobbledegook." He quotes Dr. Napoleon Hill's positive-thinking booklets, etc., but I still have grave doubts as to his changing his basic personality structure at this point. His previous record (on file in the Warden's office) certainly looks like a sociopath's. His previous psychiatric contacts and legal offenses recorded in the files of the Smolian Psychiatric Clinic in Birmingham are much the same. I have grave doubts as to the depth or intensity of his relationships with anyone or his ability to establish such. Certainly, I can have no effect on him on a once-a-month, catch-as-catch-can interviewing schedule. Mr. Graham, Barbering Instructor, feels he has changed considerably and will be a good job risk. I remain a little more skeptical.

TRAINEE ____________ 10/6/65

I had a brief contact with Trainee _________ this date. Before he concludes his barbering course or secures his GED, he was asking what the possibilities of an ex-convict being accepted into medical school might be. I gave him some encouragement but suggested he take things a step at a time where he could experience shorter-term successes. For example, he could get his GED, work as a barber, attend night college classes, go on to full-time college, get his bachelor's degree and then decide what he would like to do. This included possible medical school application. I doubt his ability to prolong his creature comforts or need-satisfactions that long and remain "healthily" skeptical of his changes at this time. With his record, his past statements of "reform" and "error" admission, along with minimum suffering of consequences for his actions, he may yet "talk" a good line but the burden of actual change in his attitude and future behavior is on him. He still strikes me as an essentially sociopathic personality type. We shall see.

Psychological Examination: 6/22/65

TRAINEE ____________

This is an 18-year-old boy in the bricklaying class who is in prison on grand larceny (auto theft) and burglary counts. He says his appetite is fair although he may have lost a little weight. He sometimes has trouble sleeping and has occasional dreams or nightmares--"some man chasing me about something --don't know what." He reports that when his father died some years ago he "dreamed that he was coming back to get me." He also reported having dreamed that he was locked up, although he couldn't tell where. This actually came true three or four months later. His health has been pretty good. He was hit by a tent pole one year ago. He spends his spare time mostly just sitting off by himself with no interest in reading, sports, or T. V. He is in the bricklaying class, although his Kuder Preference record reflects a decided lack of interest in outdoor areas. He also denies any interest in bricklaying, but he is one of the hardest working trainees in the class. His work is not of very good quality, although he tries very hard. It is doubtful if his motivation could be maintained for this work after parole. The Kuder indicates interest areas to be computational, scientific, literary, and social service.

Wechsler Verbal Scale I.Q. is 103, average intelligence. His fund of general information is very good, but his social comprehension is below average (a lack of incorporation of social values? or acting-out?), and his abstract reasoning is average.

On the Draw-a-Person test, Trainee drew two rather immature figures; the first, an inadequate-looking, heavy pencil pressure, with suggestions of anxiety and over-control and suppression of feelings. The second figure--a female-- appears to be a demanding, cold figure, either fat or pregnant. (Does his relationship with his mother reflect a hostile-dependency-guilt orientation?)

The Rorschach protocol reveals an essentially immature personality with very loose emotionality (very poor control, easily stimulated by minimal emotional stress). He has some negativistic and oppositional tendencies which are coupled with emotional stimulation; that is, emotional stimulation may lead to negativistic or oppositional responses. Masculine role is overcompensated.

The Bender-Gestalt test reveals an anxious, conflictful (emotional impulsivity versus intellectual control), and withdrawn rigidity in the personality expression. This is only a partial and temporary method of handling impulsive emotional expression.

Trainee ____________ is a young, emotional, anxious, rather impulse-ridden boy with considerable immaturity and a tendency to be highly suggestible and easily led. Some considerable guilt feelings about relationship and attitude toward mother figures.

INTERVIEW--July 7, 1965

Over 4th of July, Trainee ___________ drank can of lighter fluid to get "high," but he got sick instead. He was hospitalized and began to worry about the outcome of his doing this, so he took a rusty and dull razor blade and cut his wrists, arms, belly, and chest, but not seriously. Nevertheless, he is tight and tense as a wound clockspring. He punctuates his conversation with a mildly inappropriate, self-conscious, affected laugh. It appears to be an embarrassed plea for some kind of tolerance or understanding. He feels he cannot make his time and if he cannot go out the short way with a set-up by parole board in November, he cannot make it for two more years. The implication was that he might try to run with possibility of being killed or that he might try to do something to himself--suicide. Do not believe this to be intimidation or threat to examiner or that all is "put-on," although I do not know if he would do anything. He is very upset, anxious, and depressed. He apparently has not had and does not have anyone to whom he can relate. He is now as "tight as a drum" with tension.

When first in prison he was in the doghouse three or four times for insubordination, refusing to work, involvement with pills (largely dexedrine and other amphetamines), fighting, and getting in all kinds of trouble. He has been in no major trouble since December, 1964. Would like to get high and forget his troubles. Today having previously denied it, he told me he had "shot" pills on two occasions, although he generally takes them orally.

I do not know how much we can do for Trainee __________, but he needs to see someone regularly and along the lines of establishing a relationship with him where his feelings are important to someone else. He is a hard worker but has serious inadequacy feelings (needs support and encouragement of goals). I discovered today that his mother (for whom he had greatly worried) was paroled from Tutwiler recently after serving a year and a day on bad check charges.

9/7/65

Mr. Norris says Trainee ___________ is one of the best boys he has in classroom work--"One of the brightest in estimating the number of bricks or blocks needed in measurements." He is also a very hard worker in the yard--mixing mortar, carrying bricks and blocks, etc. But Mr. Norris feels that the Trainee just doesn't have the aptitude or "feel" for placing the bricks, lining them up, and leveling them. Trainee _________ shares this feeling that he just won't be able to learn to lay bricks. He has a decidedly negative self-image--he just feels he can't accomplish anything and most of his time is spent in "avoiding consciousness." He does this through sleep, hard work, and "pep pills." He has "shot" pills on a few occasions but generally takes five or six to "feel better," after which he gets "knocked out" (sleeps)--all of which avoids thinking, experiencing anxiety, and anticipating the future.

Trainee ________ has talked with Mr. Phillips regarding his reentering school (which he says he wants to do) when he is paroled. He completed the 10th grade (?) prior to coming into prison and has done work in the school here so that he has done almost enough to take a GED examination. However, he says if he reenters school his mother could draw more social security (the new law for older children still in school).

The trainee continues to be a passive drifter and follower, with inner conflicts and tensions which he tries to alleviate by sleep and "pep pills." Unless we can instill minimal ego strength and a better developed self-concept in him, he will be completely at the call of his peers upon parole and, quite likely, back in prison before very long. He definitely needs a post-parole role model figure with whom he can readily, frequently, and easily relate. I remain somewhat pessimistic about Trainee __________'s future at this time, and I am saddened about the likely prospects of his return to prison. Can a post-prison role model person (father figure person) be established for him???????

Psychological Examination:

Trainee ________________

This is a 21 year-old brunette, crew-cut man who is very anxious, apologetic, and uneasy in the interview and test situation. He is cooperative and friendly but appears to be tense, uneasy, and generally anxious. He reports having been in Bryce Hospital on two occasions, one of which resulted in 12 electroshock treatments to which he dates his present state of "nervousness." He was sent to Bryce the first time for alcoholism and the second time for an examination following his arrest. His major complaint is "nervousness" and a "fear of lying." He states he frequently has unreasonable fears that something is wrong with him and he is going to die. He has had dreams and nightmares all his life and he has awakened "scared to death," occasionally getting out of bed and running. He has seen faces in his dreams "like a devil with horns and his teeth all knocked out." Clinically, he appears to have a very generalized anxiety, moderate.

He says his appetite is good but he has trouble getting to sleep. He stays asleep all night unless he has nightmares. He had polio, with no residual effects, when he was six or seven years old. Otherwise, his health has been good. His hobby is song writing which he "picked up in jail." When his wife left him "I started feeling sorry for myself and wrote songs--we've been separated and divorced for two years but I still love her." He has not heard from her in two years.

Trainee________ has a twin sister. His father died one year after he and his sister were born. His mother remarried an alcoholic who "beat her all the time and they've been divorced the last four or five years."

On the Wechsler, he obtained a verbal scale I.Q of 93, low average intelligence. This may be only slightly low, as his fund of general information is limited. On the Draw-a-Person test, an evasive, immature, moon-faced gingerbread" man (head only). The immaturity and evasion are both expressed in the drawing (or refusal to draw). On the Rorschach, there is evidence of considerable anxiety and inner tension. No human relationships are evidenced, and the personality structure is generally immature and filled with loose (liable) emotionality and generalized anxiety--much of it free-floating, that is, unbound by symptoms or specific behaviors to control it. The most marked feature is the anxiety and severe inner tension which only partially covers a suppressed and repressed aggression and hostility. Hostility and agression are attached to masculine sexual activity and women (mother figures) are seen as cold, distant, and anxiety producing.

I believe Trainee______ is upset but not psychotic. He is an anxiety reaction of moderate degree with some of this free-floating. Unconscious hostility toward female (mother) figures, masculine sexual expression, and rivalry with sibling figures. If he could be seen and given some "ventilation talking" and some "playing down" of his symptoms with strong suggestions as to his continuing improvement, it might help.

Psychological Interview: July 19, 1965

Trainee ________reports some relief of anxiety and tension since our last session but still continues to have bad dreams which he has had since he was a very young child. He cannot remember the content of the dream, but he wakes up frightened and wanting to run. He awakens with a great deal of fear. He inquired about the results of his previous testing and I gave him some general interpretations which confirmed much of his own self-impressions. He inquired about the confidentiality of the material and seemed very uneasy about having "exposed" himself to the examiner through talking and the testing in the previous session. I attempted to relieve his anxiety about this.

The trainee made some inquiry about getting back with his wife to whom he was married for two years. When he began to drink and run around, his father-in-law took her away. She left him a note saying that she still loved him but didn't think she could live with him because of his drinking and running around. Since that time, two years ago, he has heard nothing from her. His "carrying the torch for her" and desire to remarry and establish a home for her seems slightly unrealistic in view of the fact that he has no idea how she feels toward him or whether she has even remarried within that two year span.

He describes her as coming from a good family in New Orleans and that he came from a good family except that he was the "black sheep" in it. She was allowed to marry him because her family thought she was pregnant by him (she was 15), but it turned out she was not pregnant and her family was much upset about the marriage. He expressed the feeling that they thought he was good enough for her if she was pregnant but not good enough if she was not pregnant.

We did not have much time to discuss his dreams, but we did go into his conscience and his feelings of guilt especially as it concerns his relationship with and attitude toward God. He said he was drinking heavily one evening and a truck driver friend offered him some amphetamines ("pep pills") and he took a large handful and continued drinking. He was upset because he couldn't marry his girl. He said that he suffered some kind of mild heart attack. I doubt this but he may have had a spasm or seizure from the drug and alcohol. At any rate, he said he thought he was dying in the hospital, and he made a promise to the Lord that if the Lord would let him live and would let him marry his girl he would do the Lord's will from then on. He did live and married his girl and did "all right" for two months. Then he began drinking and running around again, and he feels he has not kept his promise to God and that God may exact punishment from him for it, by which he experiences the feeling that "something is going to happen to him" and that he is in imminent fear of dying (anxiety)--that he may be struck dead.

We could not explore his guilt feeling for atonement, introjected conscience, and its relationship to his bad dreams and general anxiety because of the time limitation. I asked about his religious upbringing, and he says his mother is rather religious and fundamental in her views. I believe his perception of God, both from his mother's attitudes and his aggressive, punishing step-father, confirm a punitive, exacting God to him. This was all our time today, but I explored the possibility of his seeing Mr. Cayton on some regular basis. He did not resist it, although he is uneasy that someone may think he is "crazy, nuts, or stupid." For that reason, he has never related his feelings and fears to anyone. If he can learn to trust a counselor or someone with whom he comes in contact frequently and with whom he can explore his feelings "openly," his "anxiety" feeling may be greatly reduced.

Psychological Interview: 10/18/65

This examiner saw Trainee _________ today and confirmed his continued improvement in general anxiety reduction. His Welding classwork is very good, and he successfully completed his GED examination for high school equivalency. He verbalizes his anxiety and relates this to his fear of retribution because he "back-slid" on his promises to God by failing to "live a good life" when the Lord let him live and marry his girl friend. In general, our relationship is very good and I was able to point out the aspects of this increased trust and confidence as contrasted with his initial anxiety and fear of exposing himself to me in the beginning.

Trainee_______ has made much progress but remains anxiety prone and with much of this free-floating of the "I'm going to die" panic variety. It is, however, much reduced, and his sleep is much better.

Two College Corpsmen report
their experiences in the Draper
E&D Project

24-C

EVALUATION OF INTERNSHIP

IN

GUIDANCE AND COUNSELING

Glen C. Bannister, Jr.*

My internship in the MDTA sponsored project at Draper Correctional Center has helped to broaden my understanding of the special needs and problems of the prison inmate and to increase my knowledge of many guidance activities that may be generalized to other populations.

Despite many obvious peculiarities of the prison environment, it provides a setting in which the intern can gain valuable experience in his particular area through observation and practice. There were opportunities for me to observe students both in the classroom and in the living quarters. In order to examine files in the warden's office, it was necessary for me to walk through the main building, which contained the cells and the dining area. I always tried to see and hear as much as possible when making these trips so that I might better understand how living conditions influence inmate attitude and learning motivation.

Almost all members of the Project administration and faculty understand the need for the College Corpsman to observe inmate activities, and as a rule they are very eager to provide opportunities for observation and discussion.

As nearly as possible, members of the College Corps are treated as permanent members of the staff. Attending weekly staff meetings is just one way in which this role is assumed.

The activities most beneficial to my personal growth as an intern counselor were those in which I was directly involved. Among those were the preparation, the personal contact with individual students.

With the exception of certain projective tests which require intensive training to administer and interpret properly, I was given the opportunity to gain valuable experience in testing. Tests which I either administered or helped to administer included: Kuder, Vocation and Personal; California Achievement Tests; California Mental Maturity; Metropolitan Achievement Tests; and Otis Mental Maturity. Permission was given me to examine the projective tests, and I gained new understanding of their use.

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*Glen C. Bannister, Jr. received a B. S. in music education from Auburn University in March, 1964. From March until September of that year, he worked in a supper club near Chicago. Resuming his studies in September, he completed two quarters of graduate work in Guidance and Counseling. He served as a College Corpsman at Draper during the spring quarter of 1965. After graduation, he plans to be employed in student personnel at the college level.

The experience I received in testing and in compiling and updating personal files exceeded my expectations, whereas, the amount of direct personal counseling or observation of such counseling fell far short of the potential the internship holds for providing such experience. The lack of private counseling areas for the interns to use obviously was the major cause for this deficiency; I understand semi-private areas have recently been provided. Another inhibiting factor was the lack of designated periods during which students might come in for counseling. This resulted in some misunderstanding between certain instructors and the student counselors; for several times trainees came in during their breaks and stayed into their class periods. In most instances, their tardiness came about because we were involved in conversation and failed to notice the time. Having noticed the time, I was often reluctant to ask a student to leave, particularly if he had come to me with a problem or with need for information. The breaks provided most of the opportunities for individual personal contact, as students did not usually bother to obtain written permission from their instructors to visit the counseling offices during regularly scheduled class periods.

There were a few exceptions. For example, Ron Johnson, a member of the bricklaying class, would make a special effort to come in as often as possible--many times to sing a new song he had written. My relationship with Ron developed into more of a true counseling relationship than any I experienced. The interest I displayed in his songwriting was largely responsible for his frequent visits at the beginning. Ron's very real, but underdeveloped musical talent is, to me, representative of many, who like him, cannot find stimulation or encouragement to grow in an environment which provides few outlets for their special abilities. Like most of the inmates I knew, Ron sought recognition and approval. My willing ear for his many songs was prehaps an indication to him of my sincere interest in his musical ability. Gradually, Ron began to reveal his background and as I continued to gain his confidence, he started talking about his difficulty in adjusting to prison life. Unfortunately, about the time our relationship approached what I believed to be a therapy level, it was necessary for me to leave.

My internship leads me to believe that the presently organized three month period for interns on the quarter system is insufficient to gain much counseling experience. With some changes in the program, three months might prove adequate, for there is even at present considerable casual contact with inmates. The intern can learn much from these contacts, and he in turn can influence, but privacy and some formality is needed before an intern can properly test his counseling ability. I believe a three months internship is sufficient to gain a working knowledge of most other guidance activities (achievement and intelligence testing, occupational information, personal records, etc.).

I should like to conclude this brief evaluation with a few observations which may be of value to future interns.

The feeling of apprehension which was with me on first entering the prison gates diminished in direct relation to the increase in my understanding of prisoners and prison life. My fear was of the unknown and like prison life. I knew very little of prison conditions.

I soon realized that most of these men (and boys) are seeking the same things as the average man: understanding, acceptance, and legitimate ways to improve themselves. But these are the things the typical prisoner has never found. He is in prison because he could not properly relate to his fellow man or because he did not possess the necessary skills for legitimate self-improvement. The traditional prison has not helped him to correct his deficiencies; it has only punished him.

The personnel of the Draper Project is striving to understand him, to give him a feeling of respectability and acceptance, and to teach him a skill with which he may gain economic security.

The intern who conveys his understanding of the project's commitment should quickly see that the student inmate is eager for his help, rather than eager to harm him or to exclude him. A few inmates may be so eager for your help and attention that they will try to get you to do special favors for them--sometimes against the prison regulations. It is necessary for the intern to acquaint himself thoroughly with the regulations so that he will not accidentally violate them. A well informed and alert intern will avoid the embarrassment of "having the hat put on him" by an inmate. This expression might best be explained by the better known cliche, "having the wool pulled over your eyes." I would encourage any prospective intern to talk with members of the permanent staff and with fellow students who have completed their internship, so that he will know more completely what to expect from the experience.

I consider my internship to be extremely worthwhile, although I very likely will not realize its full value until I am in a working situation.

DIARY OF ACTIVITIES

by

Phillip Gilbert*

THURSDAY, MARCH 4

Today I processed data on applicants applying for the vocational school, typed several letters to parents concerning boys in our training program, filed vocational materials I had previously ordered, and counseled with a boy concerning general procedures in the "free world."

Over and over I am struck by the procedure and process which brings a boy to an institution such as this.

Most of the boys go through a general pattern in arriving at a prison. Most of them come from broken homes (caused either by death, separation, desertion, or divorce); or, they come from mother-dominated homes. In their early childhood they seem to have been without a father-ideal. This seems to engender within them a dislike for their father, revealed by verbal agression. Most of the boys, however, seem to really want a father-ideal. This is evidenced by the fact that many of them look to their instructor as one.

In general I am shocked at the amazingly few social skills these boys possess. They have failed to gain necessary factual and experimential information which is essential in order to adjust as a useful, productive citizen in our society.

I am made to feel sympathetic toward these boys and am deeply concerned about the circumstances which forge their lives.

FRIDAY, MARCH 5
MONDAY, MARCH 8

I gathered data from boys in our training programs for the State Employment Service and for Mr. Bamberg, the placement officer of the project. This work involved getting past vocational experiences and personal data on each boy through individual interviews--information that is to be used in securing employment for our boys at termination of training.

As I gathered the data from the boys, it was interesting to note that none of them had finished school, most having dropped out in about the eighth grade.

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*Charles Phillip Gilbert, a graduate student from the University of Alabama, served the project as a College Corpsman from February through May, 1965. For his work at Draper, he received 6 hours guidance and counseling practicum toward his Ph.D. in Psychology. Presently he is serving as Project Director of the Neighborhood Youth Center, Tuscaloosa, Alabama.

Most of the jobs the boys had held were common labor, although some made as much as $3 an hour. One reason for their getting into trouble was their inability to manage money.

TUESDAY, MARCH 9

Besides working with student applications, I took time out to take the Kuder Personal Preference Record. This was suggested for me by my supervisor, Mr. Cayton, since I am soon to administer it to applicants.

Although I have studied about it, there's nothing quite like taking it. The results were very interesting. I was very much surprised that the inventory would tell so much.

WEDNESDAY, MARCH 10

Today I gave the verbal reasoning and numerical ability sections of the Differential Aptitude Tests to a student. After he had taken the test, I scored it and was amazed (as was he) at his numerical score. He actually had a minus score! This put him below the first percentile. After I had talked with him for a little while, I understood his trouble (I had him go through parts of the test with me). He did not have an understanding of decimal points and how to shift them. Neither did he know how to figure square roots. We plan to give him another numerical test of a different form of the D. A. T.

THURSDAY, MARCH 11

I again took the Kuder Preference Record. This time I took the Vocational form. Once more I was surprised that the inventory would reflect so accurately one's interest. On this I scored the highest on literary and next highest on scientific. Mr. Cayton showed me the Administrator's Manual and taught me how to determine various fields one could consider entering if he made high in a certain area or combination of areas.

FRIDAY, MARCH 12

Today the young man who was taking the D. A. T. took the mechanical reasoning, language usage, and space relations parts of the test. I scored the results and interpreted them to him.

MONDAY, MARCH 15

The GATB had been given to applicants who have applied for the upcoming vocational courses. I had helped with this administration of the test and when the cards with the results came in today, I transferred the raw scores to the individual test-result cards we have prepared for each applicant.

Then I looked up the patterns needed for the particular course the individual had applied for and put it on that individual's card. This pattern was put on the test-result card for evaluative and choice-selection purposes. These scores are used to determine whether a person qualifies for a particular course.

TUESDAY, MARCH 16

Today we began the gigantic task of giving the Kuder Preference Record (both forms) to applicants who have applied for the next vocational classes.

When giving the Preference Record, one has to be very specific with directions and much time must be given to supervision. During this same period of time we got them to fill out a bio-data sheet to be used during their stay in the vocational course and as a follow-up device when they take a job on the "outside."

I also got a good taste of scoring the Kuder. At the University we get the "book learning" about these evaluative devices, but here we get that valuable firsthand experience. I think one day of experience is worth two weeks of classes.

I also filed some materials in our file (based on the D. O. T.). I spend a few minutes each day filing these materials. Again, I see how valuable it is to get firsthand experience in these areas. I think the courses at the University of Alabama should include some actual practice in these techniques.

Too, I acted as a tour guide for Mr. Breeland, associated with the federal prison at Maxwell Field. We corpsmen often act as guides for visitors and for the boys who apply for the vocational school. In doing this, we orient them to our over-all program.

WEDNESDAY, MARCH 17
THURSDAY, MARCH 18

Continued giving the Kuder to applicants. In all we had about 130 to take it. We also interview the boys upon completion of the Kuder. In this interview we discussed such ideas as the following: why they felt they got into trouble, how they felt the school could help them, why they wanted to get into the school, and whether they wanted their choice of courses to remain the same or be changed.

I cannot give all the answers given to me but as a generalization, these boys tried to rationalize away the blame for the crime of which they were convicted. They all felt the school would be the means of their getting a job on the outside which would keep them out of trouble.

FRIDAY, MARCH 19
MONDAY, MARCH 22
TUESDAY, MARCH 23

On these days we simply scored the Kuders which the applicants had taken. We transferred the scores onto the test-result cards of each applicant. This was a simple clerical task and taxing on both Tom and me.

WEDNESDAY, MARCH 24

The last group of boys (applicants) came over to take the Kuder on this day. The same procedure which has been stated was followed.

It was pitiful how little knowledge these boys possessed. Many of them could not spell anything. An example I jotted down was the following: "Salt with tipe to rape." The offense he was writing was assault with attempt to rape. Whether this is the fault of society or heredity, I cannot say. But if the fault lies with our society, we need to think carefully about our present method of handling youthful offenders. We need a massive educational drive among our underprivileged youth. We need to stamp out the cause, not deal with the result.

THURSDAY, MARCH 25

Today we plotted profiles on the Kuder and figured percentiles and transferred the percentiles to the test-result card.

Through a process of evaluating the test results of the Kuder, the GATB, and CAT, we ranked the students (who had applied) in each course, beginning with the best prospect and descending to the worst prospect. During this time I worked with Mr. Cayton and gained more understanding of how to use the results of these tests.

FRIDAY, MARCH 26

Finally, the task of giving the Kuder and assembling the information was done. We did some checking to make sure everything had been done in order.

Now I got a chance to read a little in the guidance materials we have and was able to file some D. O. T. materials--rather some materials filed according to the D. O. T.

MONDAY, MARCH 29

Gave the Kuder to Jim Murphy, an extremely intelligent young inmate who has completed one year at Ohio University. I interpreted the results of the Kuder to him. He scored high in persuasive, literary, and scientific.

Also oriented the new college corpsman, Glen Bannister of Auburn, to some of the procedures and techniques involved in the counseling here.

Staff meeting.

TUESDAY, MARCH 30

Talked with two boys about their getting jobs on the outside when they finished their courses here. Worked on report sheets for Dr. Roberts.

Obtained bio-data from the present barbering class and auto mechanic class. One interesting bit of information: one of the boys was puzzled with an item which called for him to fill out the number of months he had worked on a particular job. He said, "I can't tell you the months, but I can tell you the number of years." This answer may seem unusual to us, but it simply reflects the pitiful condition of some of these boys.

WEDNESDAY, MARCH 31
THURSDAY, APRIL 1
FRIDAY, APRIL 2

Time was spent in orientation of new corpsman to D. O. T. files, prison system, forms to fill out, etc.

MONDAY, APRIL 5

Worked up stop-up list for new applicants so they can take the Metropolitan Achievement Test. Studied the directions for giving the MAT. Scored some Kuders of late applicants for the up-coming school.

Gave guided tour to four goys who were late applicants so they could understand the functions of the vocational project.

Staff meeting.

TUESDAY, APRIL 6

Gave the small electric appliance applicants the MAT today (morning and afternoon). MAT test is a very good one in my uneducated thinking.

Talked with gate boy about his marital problems. His wife is from Jasper, and he is from Texas. They are separated, and it bothers him a great deal.

WEDNESDAY, APRIL 7

Supervised MAT test for one hour.

Took stop-up list for Thursday to the Guard's Office to be posted.

Mr. Graham, the barbering instructor, asked me over to teach his class. He had come upon some difficult medical terms for skin and scalp diseases and asked me if I would come over and teach that particular section of the book. I don't think I pronounced all the terms correctly, but I did have an enjoyable time with the barbering class. As a result of that experience, several of the boys have come to talk with me.

I think, because of this experience, that the best situation a counselor can find himself in is as a teacher of one or two classes in addition to his counseling duties. If the student has the student-teacher contact, he is more likely to come to that familiar person for counseling.

In the afternoon I graded MAT's and figured grade placement.

THURSDAY, APRIL 8

Prepared the next stop-up list for new applicants to take the MAT. Distributed to proper authorities on the inside. Chatted with two boys in the Self-instructional School on the inside. They mentioned a few of their problems to me.

Talked with Andrew Lamb, an inmate. He is very young (18) and wants a "big brother." He likes to talk with us corpsmen about little, unimportant matters. He is very likeable and friendly. What he really needs, as do most of these boys, is someone to take an interest in him. Most of the boys hunger for attention.

Made preparation for MAT test for tomorrow.

Put grade placement of MAT results on individual test-result sheets.

FRIDAY, APRIL 9

Prepared desks, room, materials for testing (MAT). Gave MAT (language part).

Prepared stop-up list for testing on Monday. Distributed stop-up list.

Scored and figured grade placement from the results of the test. Very few of the boys got a 12.0 or above grade placement. Only a couple out of 50 made the grade!

MONDAY, APRIL 12

Tested with MAT all day. I tested a group of about 12 by myself. Also scored them. This was a different form of the test from the one we had been using. As you could guess, the form of the test doesn't involve any difficulty in giving it.

TUESDAY, APRIL 13

Scored MAT. Figured grade placement. Transferred information to individual test-results sheet.

WEDNESDAY, APRIL 14

Mr. Malon Graham, the supplementary teacher, went with the assistant director of the project to Montgomery and he asked me to teach his class for the day.

The supplementary class is supposed to teach such things as the following: good grooming, how to handle your money, how to act in various situations, how to hold a successful interview for a job, how to get and keep a job, how to figure income tax.

Mr. Graham had classes scheduled only for the morning. I showed films on safety on the highway, safety in the shop, and the auto diesel engine. Filmstrips were on how to manage your money and how to make the most of your purchases.

In the afternoon I compiled resumes of all boys who have applied for the upcoming barbering class. This is to be used by the screening committee for selection purposes. This includes personal data on birth, family, education, crime, and vocation.

THURSDAY, APRIL 15

I continued to process this data for the screening committee. This collected data was prepared for screening committee purposes by our typing it on stencils.

FRIDAY, APRIL 16

Prepared another stop-up list for CAT and continued to process data for screening committee. This screening committee will determine which boys will be admitted to the new classes in welding, small electric appliance repair, bricklaying, barbering, and auto service station mechanic-attendant.

MONDAY APRIL 19

Gave the California Achievement Test to the bricklaying class, SEAR class, and auto class. This was done in order to assess whether the training they have received in this vocational project (from remedial and supplementary and class instruction) has caused them to obtain a higher grade placement than they received on the CAT they took when they first entered the program. The average gain was .9. This represents an average gain of nine months of school for those who have been in this project for the six-month course. The auto mechanics class gained 1.5 in grade placement over the six months.

Staff meeting.

TUESDAY, APRIL 20

Gave the advanced battery of CAT to five students who are presently enrolled in the project. Scored these and figured their grade placement. Four of these scored well enough to enable them to qualify for the GED.

WEDNESDAY, APRIL 21

Scored the CAT's. Figured grade placements.

I was a "guinea pig" for testing of one of the programmed lessons produced by the technical writing class. The lesson was on soldering.

THURSDAY, APRIL 22

Gave GED test to the advanced students who qualified.

FRIDAY, APRIL 23

Filled out cards on each boy now in the program, comparing the first CAT score with the last CAT score. As I have already related, most of the boys increased in grade placement.

Talked with one boy about his problems at home, money problems, etc.

A LETTER TO TRAINEES' FAMILIES
AND A
FEW SAMPLES OF THEIR RESPONSES

35-C

VOCATIONAL EXPERIMENTAL - DEMONSTRATION PROJECT

Draper Correctional Center

Elmore, Alabama

John M. McKee, Ph.D.
Project Director

Donna Seay
Assistant Project Director

The vocational program in operation at Draper Correctional Center offers the inmates training in seven trades (radio-television repair, electrical appliance repair, bricklaying, barbering, service station mechanic-attendant, combination welding, and technical writing) as well as an opportunity to improve their basic education and personal-social skills.

The individual referred to above is taking one of these courses and, if he successfully completes the course, should be able to begin work at his new trade upon his release from Draper.

The instructors and the project counselors are encouraging him to take advantage of this exceptional opportunity to improve his basic education and outlook on life. It would also help very much if, when you write or visit, you would give him your wholehearted support and encouragement. With your cooperation, we believe we can help him to understand that a better and more wholesome life awaits him upon his return to the free world.

Please write us and give any ideas you may have as to how we may best help this young man.

Sincerely yours,

Paul W. Cayton
Director of Counseling & Evaluation

Dear Sir

I am glad to know Operation Program

You all have an ~~took~~ taken

Barbirin I do hope he will be successfully complete his course. I know he have realize a lots I could show him just any thing I can do to enlighten I will. Thank for all Kindness.

I surely thank you for all you have done, and for any way you can help I will greatly appreciate it. He needed professional help, & now he is getting it. & will allways be thankful for you good people, working with him so faithfully. I know he appreciated it. He has fine character. Again I will say I hope he will show us how good he can do.

Yours truly

about what to tell you
what to do all I can say
is I did all I thought
was right to keep all this
from happing but I failed
so you see I need help
from some one like you
that has had lot of dealing
with boys

[illegible] [illegible] money & finish his
education. When he gets
out of Draper he has a
38-c job waiting for him. With

is a humble boy and very Quiet. and if thanks you like him he Well Obay you and in any way you Want him to do I thank he Well Comparate With you

Thank You

Brother. [redacted] really loves Barber School for he always wanted to be a Barber but we couldn't afford to send him. We are so grateful to all of you who have made it possible for [illegible] to be in Barber school May

to get a good job in life.

I come from a Broken home I have practically raised him so we are very Close to one another. We rode lots of Barbers here so we ~~[illegible]~~ know [illegible] has learned a good Trade

ACHIEVEMENT TEST SCORES
ON
PRESENT TRAINEES

40-C

TEST DATA

BARBERING
TRAINING COURSE

Beginning Date: ______________ Ending Date: ______________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	14.5	13.1	9.9	9.8	10.9	14.6	12.1
B	11.4	11.9	11.8	6.2	10.8	10.3	10.4
C	11.8	11.6	9.4	8.1	7.1	9.8	9.6
D	10.8	9.7	6.8	8.3	10.4	9.4	9.1
E	12.0	11.6	7.0	9.1	6.7	7.7	9.0
F	9.7	9.9	9.4	6.1	8.8	8.3	8.7
G	6.3	5.7	9.8	5.4	6.6	7.7	6.9
H	7.4	8.7	6.5	6.1	5.2	6.3	6.7
I	8.3	6.1	6.1	5.5	6.9	7.5	6.7
J	7.6	5.7	6.5	5.9	6.6	6.7	6.5
K	5.7	4.2	9.6	5.9	6.2	6.8	6.4
L	5.1	5.9	7.6	6.6	5.9	6.7	6.3
M	5.4	5.7	5.5	7.0	6.2	6.9	6.0
CLASS AVERAGE	8.9	8.4	8.1	7.0	7.6	8.4	8.0

TEST DATA

AUTOMOBILE SERVICE STATION MECHANIC-ATTENDANT TRAINING COURSE

Beginning Date: ____________________ **Ending Date:** ____________________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	14.5	11.9	7.5	8.7	9.2	9.1	10.2
B	11.4	9.2	8.5	7.8	8.5	8.5	8.9
C	11.2	9.9	6.0	6.4	6.7	7.5	8.0
D	8.1	7.7	7.7	6.8	6.5	7.0	7.2
E	7.4	8.7	10.0	5.3	5.9	5.0	7.1
F	7.6	7.7	9.8	4.3	6.2	7.0	7.1
G	7.9	6.1	9.0	4.8	6.9	7.3	7.0
H	6.5	7.3	9.4	5.3	6.6	6.7	7.0
I	6.7	5.1	7.3	6.6	7.9	7.9	6.9
J	5.3	4.9	6.5	6.8	6.2	7.9	6.3
K	4.3	5.3	5.1	4.0	6.4	6.5	5.3
L	4.3	4.9	6.8	5.5	5.1	4.2	5.1
M	3.8	3.0	6.5	4.3	4.8	4.4	4.2
CLASS AVERAGE	7.6	7.1	7.7	5.9	6.7	6.8	6.9

TEST DATA

SMALL ELECTRICAL APPLIANCE REPAIR TRAINING COURSE

Beginning Date: ______________________ Ending Date: ______________________

METROPOLITAN ACHIEVEMENT TEST SCORES GRADE PLACEMENT

STU-DENT	WORD KNOW-LEDGE	READ-ING	SPELL-ING	TOTAL LANG-UAGE	MATHE-MATICS COMP.	MATHE-MATICS REAS.	TOTAL AVERAGE
A	10.5	10.8	9.4	9.5	10.8	11.5	10.4
B	11.5	10.8	11.4	7.9	7.9	7.5	9.5
C	11.7	10.3	10.8	7.0	6.7	7.5	9.0
D	10.1	10.8	10.0	5.9	7.5	7.8	8.7
E	9.8	8.3	8.5	9.4	7.5	7.8	8.5
F	8.7	9.2	8.7	6.6	7.7	8.8	8.3
G	7.9	9.7	6.8	6.8	8.5	7.7	7.9
H	10.5	8.7	7.8	6.6	5.6	6.5	7.6
I	6.3	8.0	8.5	7.0	6.9	8.1	7.5
J	8.1	8.3	8.7	7.3	6.6	7.3	7.[illegible]
K	5.7	4.9	10.0	7.1	7.5	7.8	6.9
L	6.5	5.7	7.8	5.9	7.5	7.0	6.7
M	5.4	3.2	7.1	4.8	5.2	6.7	6.[illegible]
CLASS AVERAGE	8.7	8.4	8.9	7.1	7.4	7.8	8.3

TEST DATA

BRICKLAYING
TRAINING COURSE

Beginning Date: ____________ Ending Date: ____________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	12.6	11.6	11.6	10.4	11.0	11.7	11.5
B	11.8	11.7	10.3	9.4	9.9	9.8	10.6
C	8.1	7.1	9.7	6.4	7.5	8.1	7.8
D	8.7	7.7	8.8	7.8	7.2	7.9	7.8
E	8.7	7.7	9.4	7.8	5.9	6.3	7.6
F	5.8	7.3	9.8	6.4	5.8	7.7	7.1
G	6.3	5.1	9.4	7.1	6.1	7.0	6.3
H	6.1	4.4	7.3	6.6	6.6	8.5	6.6
I	7.9	7.1	6.5	4.3	4.5	7.0	6.2
J	5.5	3.8	6.3	5.5	5.9	5.6	5.4
K	4.6	5.7	4.8	6.4	5.2	6.7	5.3
L	4.1	4.2	5.7	5.0	4.4	5.8	4.9
M							
CLASS AVERAGE	7.6	7.0	8.3	6.9	6.7	7.2	7.3

TEST DATA

Technical Writer
TRAINING COURSE

Beginning Date: ______________ Ending Date: ______________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	14.2	14.8	10.5	14.6	15.7	15.2	14.2
B	14.1	12.7	13.1	14.1	14.6	14.3	13.8
C	14.6	12.5	13.1	15.3	12.0	9.4	12.8
D	10.5	13.4	12.9	11.8	13.0	11.9	12.2
E	11.2	10.8	12.9	12.4	12.3	13.7	12.2
F	11.2	10.8	11.4	8.7	11.5	11.0	10.8
G	9.1	12.0	9.0	10.2	12.0	11.6	10.8
H	10.5	10.0	12.5	10.8	9.9	9.9	10.5
I	9.9	8.3	10.7	8.7	11.3	8.7	9.5
J	10.2	8.7	11.4	9.2	7.6	6.8	9.0
K							
L							
M							
CLASS AVERAGE	11.6	11.4	11.6	11.6	12.4	11.3	11.5

TEST DATA

Radio & T.V.
TRAINING COURSE

Beginning Date: ____________ Ending Date: ____________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	10.1	9.2	9.0	9.9	11.5	11.2	10.2
	11.1	10.8	10.0	7.0	7.2	8.3	9.1
C	7.1	11.9	6.7	7.7	8.9	10.3	8.8
D	10.2	11.2	6.3	7.1	7.9	9.8	8.8
E	11.5	11.9	7.1	7.0	7.1	7.8	8.7
F	9.8	8.0	10.4	7.5	7.6	9.0	8.7
[illegible]	8.7	10.8	7.6	7.7	7.4	8.5	8.5
[illegible]	5.5	8.7	6.1	7.7	9.3	10.3	7.9
[illegible]	7.9	9.7	8.1	6.1	6.5	7.0	7.8
J	6.1	6.3	6.8	5.0	7.0	6.8	6.3
K							
L							
M							
CLASS AVERAGE	8.9	9.9	7.8	7.3	8.1	8.9	8.5

TEST DATA

Welding
TRAINING COURSE

Beginning Date: ____________________ Ending Date: __________________

METROPOLITAN ACHIEVEMENT TEST SCORES
GRADE PLACEMENT

STUDENT	WORD KNOWLEDGE	READING	SPELLING	TOTAL LANGUAGE	MATHEMATICS COMP.	MATHEMATICS REAS.	TOTAL AVERAGE
A	11.7	6.8	10.2	7.5	6.6	8.5	8.6
B	11.2	11.2	7.1	5.5	6.9	6.4	8.1
C	7.9	5.5	11.8	7.5	6.9	8.1	8.0
D	8.1	7.3	8.1	8.1	6.1	8.5	7.7
E	6.5	7.1	10.8	7.1	7.5	7.7	7.7
F	5.1	7.7	5.6	4.6	8.8	9.8	6.7
G	5.4	4.7	5.7	6.4	7.2	9.9	6.6
H	5.7	6.6	6.8	5.5	6.0	6.8	6.2
I	3.1	3.8	4.6	4.8	5.2	6.8	6.0
J	7.4	4.4	9.0	4.0	6.0	5.3	6.0
K	4.8	4.2	5.3	5.9	7.1	7.2	5.8
L	5.8	5.5	5.7	4.6	6.9	6.3	5.5
M							
CLASS AVERAGE	6.9	6.2	7.5	6.0	6.8	7.6	6.9

APPENDIX D

excerpts from
a
report
presented
to
The American Vocational Association Convention
Miami, Florida
December 6, 1965
by
A, E. Houk
State Supervisor
Manpower Development Training
Montgomery, Alabama

A Report on the Use and Development of Programmed Instruction

Mr. A. E. Houk, State Supervisor of MDTA, in an address delivered to the American Vocational Association Conference in Miami in early December cited Draper's experiences with programmed instruction as follows: "The Draper E & D Project in Alabama has experimented with ways of developing and using programmed instruction in basic education courses. The average student gained a full academic year with only 148 hours of programmed materials. This was determined by pre and post achievement test scores.

"The Draper MDTA Project is also developing programmed instructional materials in the vocational areas of barbering, welding, electrical appliance repair, radio-television repair, auto service station mechanic-attendant, technical writing, and bricklaying. Other programs are being developed in personal-social relations and basic education.

"The actual programming technique employed is called mathetics, which uses task analysis procedures and a great variety of writing styles and illustrations. Moreover, the mathetical system can be readily adapted to the teaching of behavior and shop skills."

Mr. Houk projected the attached charts to the group as he reported the following field test results on the programmed lesson, "Recognizing Circuit Symbols":

Three different groups of students completed this lesson. Group A was composed of 59 students who had over one year of related training and experience.

Number Trainees	Score On Pretest	Score On Posttest	Gain
59	26%	95%	69%

It can be seen that this group had an average pretest score of 26% and a posttest score of 95%. The gain was 69%. The time required by members of Group A to complete the lesson ranged from 50 minutes to 3 hours and 45 minutes.

Group B consisted of eighty-three (83) students who had two months to one year of training or related experience.

Number Trainees	Score On Pretest	Score On Posttest	Gain
83	12%	96%	84%

This group knew, on the average, 12% of the symbols at the start. After completing the lesson, they knew 96%, a gain of 84%. Time to complete the program by this group ranged from 45 minutes to 4 hours and 55 minutes.

Group C consisted of 23 beginning students.

Number Trainees	Score On Pretest	Score On Posttest	Gain
23	6%	91%	85%

This group knew, on the average, 6% of the symbols on the pretest; on the posttest they knew 91--a gain of 85%. The time range for this group was from 2 hours and 15 minutes to 5 hours and 15 minutes.

The average time for all groups was slightly over three hours.

In all, a total of approximately 187 students participated in the testing of this lesson. Of these 46 were students in MDTA projects; the remaining 141 were enrolled in Alabama state technical schools.

(Chart 10)

The testing population will be expanded to include students in other types of training projects, including the Job Corps, Youth Opportunity Centers, Air Force Technical Schools, and high school Co-op programs.

CHART 9

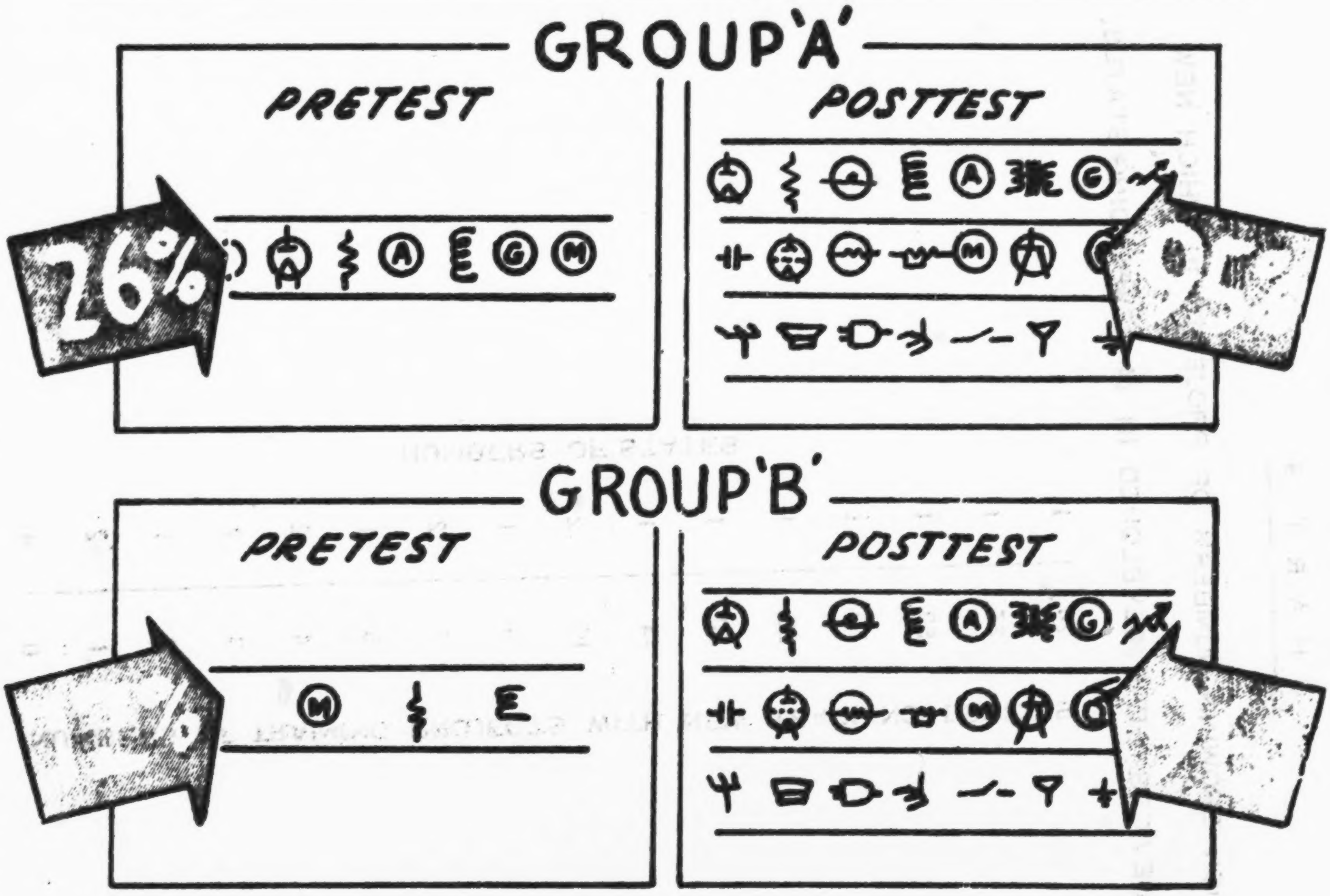
DISTRIBUTION SHOWING NUMBERS OF PROJECTS IN WHICH NEW TEACHING DEVICES WERE DEVELOPED IN 24 RESPONDING STATES.

NUMBERS OF TRAINING PROJECTS WITH NEW TEACHING DEVICES	NUMBERS OF STATES
74	1
65	1
50	1
30	1
23	1
20	1
14	1
10	2
9	1
7	2
5	1
4	2
3	2
2	1
1	2
0	4

CHART 10

FIELD TEST DATA

RECOGNIZING ELECTRICAL CIRCUIT SYMBOLS



* Each symbol on this chart represents approximately four symbols in the lesson.

Appendix E

COPING WITH EDUCATIONAL PROBLEMS
IN A
CORRECTIONAL INSTITUTION

John M. McKee

COPING WITH EDUCATIONAL PROBLEMS IN CORRECTIONAL INSTITUTIONS*

John M. McKee, Ph.D.
Director, Experimental Projects
in Education and Rehabilitation
Draper Correctional Center
Elmore, Alabama

I conduct several experimental projects[1] in education and human development at Draper Correctional Center in Alabama. My profession is psychology. Prior to my present work I had a background of ten years' experience in community mental health as Director of Alabama's Division of Mental Hygiene, and one of my functions then was to consult with the state prison system. During this time I was fortunate in striking an acquaintance with a remarkable, young warden at Draper Correctional Center who was trained in psychology, sociology, and anthropology. He proposed that I team up with him in applying behavioral science concepts to a basic problem in rehabilitating incarcerated youthful adult offenders--the problem of effecting more lasting change in them so that they no longer commit crimes while in prison and following their release. To be sure, this is a universal problem shared by all delinquency and correctional programs.

Draper is a prison for youthful adult offenders which handles all levels of security. About 650 males are confined; their average age is 22; average education is 6.7 grades. The institution is located 25 miles northeast of Montgomery.

With the full support of the Commissioner of Corrections, we ran an experimental pilot project for about one year, and on the basis of our experience and findings, we secured support from the National Institute of Mental Health for a long-term, systematic study of certain educational and rehabilitational approaches to the imprisoned offender. As this NIMH program progressed, we obtained a grant under provisions of the Manpower Development and Training Act to carry out a vocational experimental-demonstration project. This new program provides comprehensive training and counseling, job placement, and community follow-up of released trainees.

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*Presented at the Institute on Youth Correctional Planning in Honolulu, Hawaii, December 10, 1965.

[1] These experimental projects are supported under the Manpower Development and Training Act, contracts #(M)6068-000 (OMAT) and #82-01-07 (HEW), and by the National Institute of Mental Health, Contract #MH00976-04.

In developing and carrying out educational programs, we have learned that many of the dilemmas that one meets are dependent upon many factors, such as the availability of adequate funds, facilities, and trained personnel. Other problems are rooted in content and methods of achieving educational goals efficiently, and the formal and informal structure of the institution that may facilitate or limit a program's effectiveness. In this paper I plan to discuss several special problems associated with educational programs at most correctional institutions and to describe innovative techniques that we have employed or plan to try out in coping with these problems.

Recruiting Trained Staff

1. Location of the Institution

Because prisons in the past have been more concerned with custody than with rehabilitation, decision makers felt that isolation helped to safeguard communities from escaping prisoners. Moreover, when inmates were further hidden behind walls they could be more easily and quickly forgotten. Modern correctional philosophy, however, dictates proximity to urban areas to attract staff and resources that are vital to rehabilitation programs. While it is a fact that physical isolation induces professional insularity, some states are still building new correctional centers in the wilds of the hinterland. Maximum security prisoners should especially not be isolated from resources. Highly skilled and intelligent manpower is absolutely essential if ever we are to dent the problem of the recidivist who is locked up in maximum security institutions. If an institution is relatively isolated, then attracting and retaining a trained staff will constitute a major problem. Salaries and other benefits may have to be set considerably higher than administrators and personnel people want them to be. At Draper Correctional Center, for example, our salaries for competent personnel at all levels in our educational programs range at least 25 percent more than similar positions in the urban community of Montgomery.

2. The Dearth of Training Manpower

The Arden House Conference on Correctional Manpower recounted the severe personnel problem in our institutional programs. The Joint Commission on Correctional Manpower and Training proposes to carry out a three-year study of shortages and ways of closing the gaps. In the meantime, crime marches on!

I should like to propose a partial solution which may not be so expedient and temporary as it seemed to us when we initiated it over two years ago at Draper. I refer to our College Corps program which employs juniors, seniors, and graduate students in subprofessional roles. In our academic experimental project they serve as team leaders, directing and supervising the learning activity of 15 to 20 inmates for whom they are responsible. They are assisted by an inmate co-leader. The College Corpsman comes from various colleges in Alabama and from other states. They are employed on a co-op basis, usually work for only one quarter or semester, and return to their college the next term. We encourage them to come back to Draper, and a number have done so. Three Corpsmen who have graduated from college are full-time employees in the field of corrections; others are working toward careers in this field. Over the past two and a half years, we have employed 27 different students.

Another phase of our co-op program involves the training of graduate students in counseling and guidance. We have agreements with the two major universities in our state--Alabama and Auburn--to provide this training in our vocational experimental-demonstration project. The students render valuable services in testing and counseling, and they interact in other significant ways with the inmates. In both experimental projects, they serve as identification models; they spend many off hours with the inmates in sports and bull sessions; fully accepted, they perform a vital rehabilitative service.

Recruiting Students for Educational Programs

Off hand, the recruitment of students for educational programs would not seem to be a difficult operation, but under certain conditions it is. For example, support of the correctional program in Alabama depends largely upon the labor of the inmates. Our prisoner must earn 72 percent of his own maintenance by farm labor, highway work, cotton mill, and tag plant. Thus, on one hand, the prison system must guard the number of inmates it can allow to participate in educational programs, and on the other hand, boys reared in the city, constituting 85 percent of our population, hate farm work and gladly would choose as a substitute an easier physical activity, such as education. So, the last time we recruited for our vocational classes we had four times the necessary number to fill out application forms. In a manner of speaking, we have many volunteers who would be most pleased to receive education! Of course, motivation to enter into our training program usually cannot be simply depicted as "avoidance behavior," but the threat of the farm is definitely a factor in recruiting students to participate.

Another factor that may militate against the voluntary recruitment of students is the possible anti-rehabilitational attitude of the inmate subculture. If this subculture is anti-administration, at war with the "free people" within the institution and well organized, your efforts to induce inmates to become students may be stymied.

At Draper, an adherent to the criminalistic subculture is called by other inmates a convict, and a strong believer or leader is a "solid convict." Some years ago the Warden of Draper, John C. Watkins, initiated a retraining program for the "solid" in which he would "convert" him to the administration's cause. As a dynamic and powerful change agent, he hardly has an equal, and as he would succeed with a man he would begin teaching him a new language pertaining to concepts of rehabilitation, education, personal-social growth and achievement. Next, these men were reinforced by our giving them increasingly responsible roles in the institutions programs.

Recruit of students--voluntarily, or otherwise--for education is promoted by our closely working relationship with the State Board of Pardons and Paroles. Those who sign up for vocational training are usually given parole setups that coincide generally with termination of training. About 65 percent have been given earlier parole dates. Of course, this fact certainly encourages recruitment. Interestingly, though, a total of 25 percent gave up earlier parole setups to complete their training, which fact reflects a more salutary motivation.

Finally, recruitment for educational programs is affected significantly by the rapid turnover of the inmate population. Every two years and eight months the population in Alabama's prison system turns over. In other words, in this period of time, we shall have lost and gained 4,250 prisoners. Some will get out in less than a year's time, others will still be in, but the turnover rate is 100 percent. Thus, with the competition of a work program and early release, it is difficult sometimes for a man to achieve the educational objectives that he and the staff desire.

Preliminary Planning for an Educational Program

Granted we have staff and students, the question now is, what shall we teach? We usually mean by education both academic and vocational programs. But, we have come to mean a lot more than this, for in a correctional system education is committed to behavior change, and ultimately to recidivism reduction--which is what is implied in the word, rehabilitation. So, we train inmates in personal-social skill development in those life skills, attitudes, and behaviors that we judge to have a bearing on recidivism reduction.

In planning what will be taught in vocational training, a survey of free society's occupational needs must first be made. If a surplus of laundry workers prevails, it would be very unwise to train inmates for this occupation. Then, one must be realistic in choosing the best occupations in which to train prisoners. For example, it would be rather foolish to train inmates to be bank tellers, even if there were a dire shortage in this field. The employment service of a state makes this survey of occupational need.

Using modern, up-to-date equipment is essential. In Alabama, by contrast, some inmates are being trained at another prison to work in a prison cotton mill that was obsolete in 1920 when it was given to the Board of Corrections. Fortunately, a new, modern cotton mill will soon be built and realistic training will be possible.

Many other considerations need attention: space for educational activity certainly requires as much planning consideration as does custody. Relations with custodial and treatment teams must be carefully attended to, lest rivalry and competition develop. Agreements with the Parole Board need to be worked out so that the work of both that agency and the educational program is coordinated.

The Academic Program and Its Methods

What will be taught academically will depend upon the requirements of free society and the goals the inmate establishes for himself. Our own academic program has a curriculum of over 350 courses--from literacy education through college preparatory. Many inmates are seeking a high school education which we offer by administering the General Education Development Test for a certificate of high school equivalency.

A smaller number wish to prepare for college and to take advantage of our college scholarship fund, called PACE, an acroynm standing for Program for

Achievement of a College Education. Support of this fund is voluntary. Earlier this year, we had a benefit concert in Birmingham which netted nearly $3,000. At the moment, five ex-inmates are enrolled in college and three more have registered for the winter quarter.

The reason we can cover 350 courses in our Academic Experimental School is that we teach exclusively, except in the case of illiterates, by programmed instruction. In a programmed lesson, the subject matter is arranged in relatively small steps, each building upon the preceding one so that the student can proceed generally with minimal error. The program requires frequent responses from the student. After each response, he is given prompt confirmation or correction. When learning from a program, each student is free to proceed at his own pace in a self-instructional manner. These programs permit a degree of individualized instruction not normally accomplished in the conventional, lock-step classroom. Thus, one student can be learning high school algebra while another inmate sitting next to him may be taking a course in fourth-grade history.

In a pilot project we conducted at Draper over four years ago, we learned that self-instructional programs can be successfully used with confined young offenders. The success of self-instructional programs with delinquents is remarkable, considering the almost complete lack of success of other types of material with this population. Yet, from a strictly behavior theory standpoint, it is difficult to understand. Individuals who have a history of repeated failure in normal classrooms have been continually deprived of that certain reinforcer which we call "success." They are rarely if ever right in the answers they give on tests to teachers' questions, homework assignments, and quizzes. In some cases, being wrong reaches the point of extinction on all formal learning tasks and even on attendance at such tasks, resulting in truancy and dropouts. At Draper, then, we have 650 men, with an average age of 21, who have repeatedly failed in whatever they undertake. They failed in their homes (or their homes failed them!), in their neighborhoods, in school, on jobs; in fact, they have even failed in crime, or why else would they be in prison! While going through a self-instructional program, on the other hand, the average student finds his answers correct more than 90% of the time. Such success is indeed enough to maintain behavior relevant to progressing through the materials for periods of time longer than would be anticipated with "brighter" and more successful students.

Programmed instruction has some specific features which are unique and valuable. For example: (1) the immediate knowledge of results obtained from all self-instructional programs appeals to the need for immediate gratification in the inmate population; (2) the minimum use of teachers and the role change from student to experimental subject cuts through the existing class educational barrier and provides for "Hawthorne-Effect" benefits; (3) teaching machines have been shown to have a motivating effect on our population; (4) lack of competition, absence of embarrassing disclosure of ignorance, and the self-pacing features of self-instructional techniques have been demonstrated to be decided advantages with apparently unmotivated or recalcitrant individuals; and (5) another important incentive from the inmate point of view is the fact that during confinement he can make up lost educational attainment, in many cases learning exotic subject matter (e.g., the Russian language) not generally achieved by those with less learning time to spend.

Another finding of our pilot project was that the experimenter-subject role-relationship, wherein the subject is a cooperative research partner in a new venture rather than a more or less passive student, appeared to be the best role-vehicle for maintaining task-relevant behavior. Therefore, over the past several years we have devised systems whereby inmates are given maximum responsibility, status, and self-determination. This new role appears to be markedly superior to alternative conventional student roles which contain previous negative associations. In fact the Draper inmates seem enthusiastic over the prospect of serving as subjects in a unique experiment in which they are fully involved and are the chief determiners of the outcome. Capitalizing on this finding, we are constantly conducting smaller experiments at Draper. The inmate participates not only as a subject but may act as a research assistant, as well.

As mentioned earlier, a student is a member of a team with a College Corpsman leader and an inmate co-leader who is a member of the school's "Service Corps." The Service Corps commands the highest status in the school. Its membership is chosen on the basis of competence and loyalty. The College Corps team leader and inmate co-leader constantly discuss and evaluate the students under their direction. Such frank disclosures between an inmate and "free man" is rarely done in prisons. Ordinarily, this would be called "putting a man down" or "ratting," but not so in the school. The reason for its acceptance, far from being mysterious (though visitors from other prisons continue to be amazed!), rests in the one central demand placed on the student--or leader and co-leader for that matter--namely, that he develop competence. Nothing else will do. Any evaluation made of him, from learning problems to behavior problems, is objectively and rationally approached. It is not a matter of "good" behavior, nor of general conformity from fear of authority. Only productivity and development will suffice!

Now, to insure productivity we rely extensively upon "positive reinforcers," such as team *esprit de corps*, team competition, a progress plotting system, recognition of achievement, and individual guidance (principally given by the college corpsman). Specific goals help, too: working toward literacy, preparing for the GED Test or college, raising one's academic level high enough to qualify for vocational training--these and many more reinforcer's are operating to keep daily productivity at a maximum.

An Experiment in Vocational Training

But academic training will not necessarily prepare an inmate to earn a living once he is released. The adult delinquent is largely cut off from normal routes to achievement and one very important factor is his virtual unemployability in our technological society. This fact led to our setting up a vocational training program under the Manpower Development and Training Act. The following are the objectives of our MDTA project:

(1) To select and train inmates for seven occupational trades, and to place and parole them in jobs

(2) To reduce significantly the preparatory and vocational-training time through the construction of programmed materials and to make available to correctional and public educational institutions both the training materials and the procedures for their use

(3) To induce employers throughout the state to hire parolees who have completed this program

(4) To provide an intensive and effective follow-up service through counseling the parolee and his family, and through the utilization of community resources, such as sponsoring groups for parolees

(5) To provide accredited field training experiences for college students studying guidance and counseling

(6) To recruit volunteers from the surrounding communities to assist in pre-release training

The project has developed several activities and programs to achieve these objectives. Working with the State Employment Service, which projects employment needs, we selected the following courses: combination welding, radio and TV repair, electrical appliance repair, auto service station mechanic-attendant, barbering, bricklaying and technical writing. All are six-month courses except radio and TV repair and technical writing, which are for 12 months. Ten students were assigned to each class.

Since most of the trainees do not have sufficient reading and computational skill to master the vocational courses, it is necessary to schedule ten hours a week of basic education. The deficiencies of each student is assessed in terms of the required knowledge for his occupation, and programmed lessons to meet these needs are prescribed by the basic education instructor. For example, the bricklayer must have a ready grasp of fractions in measuring and estimating the amount of materials to go into a wall he will build. If he doesn't know fractions he is given a short course that will teach him. But he is not given a great deal of unrelated math that will have no direct bearing on the mastery of his trade. The psychological and motivational value of relevant education cannot be overestimated. Moreover, the effectiveness of programmed instruction is attested by the fact that pre- and post-academic achievement test scores registered an average gain of one whole grade after only 150 hours of self-instruction.

Other training areas of the vocational students is in personal-social skill development and distributive education. The deprived offender generally lacks those personal skills and habits that will make for easier acceptance by free society. They also lack experience and training that would provide advancements in the field of marketing or distribution. The curriculum includes communication, personal grooming, etiquette, human relations, citizenship performance, how to get a job and hold it, basic economics, salesmanship, merchandising, advertising, credits and many more. This class employs mainly discussion group techniques and seminar-type presentations. Many community volunteer speakers participate in these class discussions.

The technical writing class is an interesting one. We discovered during our early experimental work that quite a few inmates voluntarily wrote programs themselves. Although most were unprofessional, we saw the distinct possibility of training a group of students in formal procedures for constructing self-instructional lessons. Thus, in the vocational project we created a "Materials Development Unit" which trains inmate programmers and develops self-instructional lessons for the six other vocational classes. To date, 16 lessons have been completed by the unit and have undergone field-tryouts with remarkable success. They also allow the student to proceed at his own pace. For example, one course, "Recognizing Electrical Circuit Symbols," had a time-completion range of 45 minutes to five hours and 15 minutes, but both students made in the 90's on their post-test. Through these programmed lessons in vocational skills, we hope to reduce even further the time required to train a man at an entry level for his trade.

The MDTA program also provides for both vocational and personal counseling. We have two full-time counselors and two college corpsmen assigned to the counseling division. Two state universities provide us with graduate students in counseling and guidance who get field training experience. This division also performs all testing and evaluation, the selection of students, and follow-up counseling for parolees.

Now, an inmate can be well trained, much improved in his attitudes, and generally ready for release, but if he doesn't have a job to go to, the entire program is a colossal failure. Thus, we have a Job Placement Officer whose main function is to get the trainees jobs by the time they are ready for release. To date, 109 inmates have graduated, 70 have been released, the remainder will shortly receive parole. All 70 trainees have been placed. Approximately 70 percent of the employers who have hired these parolees express an overall satisfaction with the trainee's performance on his job. Some 20 percent stated that the trainee has not been on the job long enough to allow them to render a judgment. Another 10 percent are either somewhat disappointed or are completely dissatisfied with the trainees they have employed. Personality traits and the parolee's personal and family problems, rather than job performance, have been the source of these employers' dissatisfaction. Our follow-up counselor is at work now providing those parolees with the extra supportive services they need at this crucial time of adjustment to free society.

Summary Observations

There are four basic themes I want to emphasize that appear to have value for any correctional system--either for juveniles or adults. The first is to think of institutional rehabilitation as a continuity of events dating from the point of arrest, through detention, jail, correctional institution, parole, and community follow-up. At Draper we are most concerned with the events within the confines of the institution that facilitate or hinder rehabilitation, and we therefore attempt to create programs that are systematically designed to effect positive behavior change. Then, following release, links of the chain need to be just as strong in the community to provide a range of services that support the parolee's remaining free and productive. The whole gamut has to be visualized and planned for, and any weakness at any point may be sufficient to reinstate the old stimulus controls that initially shaped up criminal behavior.

The second observation is addressed to the problem of directing and maintaining productive behavior toward positive goals. The important principle to keep in mind here is firmly rooted in learning theory, which may be translated into the wise old saw, "Nothing succeeds like success." Success in most anything for the chronic failure is motivating, but it is more so when success is experienced toward the attainment of meaningful goals that are understood and accepted by the learner. Thus, a student in technical writing will willingly learn copy editing or seek to increase his vocabulary. Or, the bricklayer will learn fractions so that he can properly estimate materials for a job. Or, if convinced that tatoos handicap him in applying for a job for which he is being trained, the inmate may even try sanding them off without any official's encouragement to do so.

Related to motivation is a very important principle we have applied at Draper: the more an inmate is involved in the decisions of his own behavior change, the more readily he will make the changes. One specific application of this notion can be seen in our continuous effort to promote the experimenter-subject role relationship, wherein the subject is a research partner in a venture in which he is the chief determiner of the outcome. We constantly promote the idea that we are all engaged in a broad experiment which many people all over this nation are eagerly reading about or even visiting Draper to see. This general experimental atmosphere is reinforced by numerous sub-experiments involving many inmates and staff members. For example, we have several on-going experiments in new programmed text evaluation; another experiment is evaluating a new method of teaching writing to illiterates. These studies not only stimulate the inmate but the staff as well, and both inmate and staff receive experimental feedback--in writing. Inmate involvement is further promoted in their participation in decision making and discussion of problems at nearly all levels.

A third observation is one of caution. While it is true that programmed instruction is a useful and exciting educational technology that holds considerable promise for the field of corrections, this technology, however, is no substitute for an otherwise well-managed and operated educational program. Nor, does it take the place of vital human interactions between effective change agents and inmates. On the other hand the efficiency and success of programmed instruction can free professionals--teachers and other rehabilitation personnel--for those significant interactions which lead more to attitude and personality change through inspiriting youth, counseling, giving them hope, encouragement, concern and trust. And released time will permit the instructor to track student learning better and individualize instruction more.

A fourth observation deals with the promotion of profound involvement of basic staff in the total institutional and personal life of the inmate. And beyond this to involvement of that staff after release. For example, a vocational instructor is encouraged to obtain information about the total adjustment of his student and discussing this information with him. He's concerned about the inmate's daily and total conduct, deportment, personal grooming. He maintains contact with the youth after his release and keeps informed through follow-up personnel about his job and personal adjustment.

Implications for Hawaii

The climate for program and services development appears to be good in Hawaii. The reason for this is that the quality of leadership is excellent. It is open, flexible, and willing. It seeks ideas and innovations, and is very sincere in its concern for the welfare of its people.

You seek to improve preventive and correctional facilities and programs. The innovations you can afford to accept, however, will generally fall into the context of existing facilities and operations. And my recommendations, therefore, are directed toward the improvement of correctional facilities:

(1) The educational needs of the Youth Correctional Facility should be carefully studied by the State Department of Education with the idea of markedly upgrading facilities, equipment, materials and, most important, the personnel of the facility. The best teachers should be recruited at higher attracting salaries. The highly skilled and intelligent are essential to a rehabilitation breakthrough, and without them Hawaii cannot hope to intercept the crime cycle of its youthful offenders.

(2) The Correctional Youth Facility should be provided with a realistic and adequate vocational training program for its inmates. Vocational training is especially important to this group because they are virtually unemployable in our technological society, and if they can't earn a living, they will frequently resort to stealing for one. The training program should include job placement and follow-up services in the community.

(3) The Adult Correctional Institution in Honolulu shows considerable promise in its educational programs. The leadership is excellent,

and with more funds for more vocational training and basic education, a far better job can be accomplished. Impressive, too, was the new surge toward developing prison industries. I found considerable sympathy for providing on-the-job training for inmates working in these prison industries. These modern and progressive concepts should indeed be transferred to the new prison when constructed.

(4) It is strongly recommended that recent advances in educational technology be introduced at all correctional and detention facilities. Intensive training should be given in these new approaches to educational supervisors and teachers. Programmed instruction, as a particular example, should be introduced through a workshop experience of 18 to 20 hours, followed up by adequate supervision from the State Department of Education.

Appendix F

"The Job Analysis" - J. H. Harless

Materials Development Unit - Data

"The Job Analysis"

By J. H. Harless

The Job Analysis is a procedure for describing any given job, its activities, the allied knowledge, the tools, and the precise steps of performance that make up the job. It is intended to be a detailed guideline to serve as the basis for any training, economic, or administrative function.

Although the job analysis procedure described in this paper is a sub-system of a complete system of training with the final objective being the programming of materials, the basic procedure for analyzing a job and its tasks are the same for any purpose.

Suppose that we wished to analyze the job of an Auto Station Mechanic-Attendant. The Job Analyzer, who may or may not be a subject-matter specialist, works with a person who is skilled in the performance of the job and who has a firm grasp of the practices and procedures of the job. This skilled person should also be in an administrative or managerial capacity as well as having had first line experience. The Subject-Matter Specialist and the Analyzer break the job down into the general "tasks" that make up that job.

For example, in the Service Station Mechanic-Attendant's job a partial list of some of the "tasks" might be:

1. Cleans or replaces spark plugs
2. Adjusts and bleeds brakes
3. Replaces wheel cylinders
4. Inspects and flushes radiator
5. Tests anti-freeze
6. Repairs tire tubes
7. Rotates tires
8. Lubricates vehicles
9. Balances tires
10. Replaces oil filters
11. Cleans or replaces air filters
12. Washes and waxes autos
13. Performs island services
14. Sells auto accessories, etc.

After all the tasks are listed, checked, and revised, the Analyzer attends to each task as a separate entity. He ranks the tasks for treatment with programmed instruction according to the following criteria:

1. The task cannot be taught by an instructor in one demonstration.
2. There are no adequate training materials for this task.
3. The steps of performance for this task are relatively constant.
4. The task has a definite beginning and end.
5. Relatively few sub-skills are necessary for performing this task.
6. The steps of performance are sequential and behavioral.
7. The large majority of the target population cannot perform this task prior to training.
8. An evaluation of this task is relatively easy.
9. Materials on this task will have wide use.

10. There is a common agreement among subject-matter specialists on the steps of performance involved in this task.
11. The behaviors in this task can be easily simulated.

Suppose that the criteria questions above yielded that the task of "servicing air cleaners" had a high priority. The Analyzer would then perform a Task Analysis on this one task. On the attached pages is an example of the Task Analysis:

(Note: Although this analysis is based on an actual procedure, it has been modified for illustration purposes.)

TASK: SERVICING CARBURETOR AIR CLEANERS

PRODUCTS:	PRODUCT STANDARDS:	STEPS OF PERFORMANCE:	NEED TO KNOW:	TOOLS and EQUIP.
CLEANED OIL BATH	No longer than 10 Min. Must be free of all dirt, all solvent drained from element, and filled with clean oil to the oil level line. Air cleaner must be on carburetor with clamp and wing nut on tight.	1. Unscrew wing nut 2. Lift off cover with element 3. Loosen clamp and remove pan. 4. Pour off oil in pan 5. Soak clean cloth in solvent 6. Wipe dirt out of pan and off cover with cloth. 7. Place element part in solvent and swish around until clean. 8. Hang element up sideways until all solvent has drained from element. 9. Place pan on carb. and tighten clamp. 10. Fill pan with oil to the oil level mark. 11. Replace cover with element on pan. 12. Put on wing nut and tighten	Solvent is flammable If there is too much oil it will overflow into carb. Cleaning solvent can be any type of mineral sprits. Do not smoke while handling the solvent	Clean cloths oil SAE 30 Pliers Solvent

TASK: SERVICING CARBURETOR AIR CLEANERS Cont.

PRODUCTS:	PRODUCT STANDARDS:	STEPS OF PERFORMANCE:	NEED TO KNOW:	TOOLS and EQUIP.
CLEANED OR REPLACED PAPER CARTRIDGE	No longer than 5 Min. Free from all dirt and air cleaner on carb. with clamp and wing nut hand tight.	1. Unscrew wing nut 2. Lift off cover 3. Lift out element 4. Loosen clamp and remove pan. 5. Soak clean cloth in solvent 6. Wipe dirt out of pan and off cover with cloth. 7. Tap bottom of element against flat surface until all dirt is out or replace with new element. 8. Place pan on carb. and tighten clamp. 9. Put element into pan 10. Put on cover 11. Tighten wing nut	Solvent is flammable Do not smoke while handling solvent. Cleaning solvent can be any type of mineral sprits. Do not oil this type of element. Hitting element hard against surface will cause damage. This type element should be replaced from time to time.	Clean cloths Pliers solvent sometimes a new element.

TASK: SERVICING CARBURETOR AIR CLEANERS Cont.

PRODUCTS:	PRODUCT STANDARDS:	STEPS OF PERFORMANCE:	NEED TO KNOW:	TOOLS and EQUIP:
CLEANED WIRE GAUZE	No longer than 8 Min. Free from all dirt and element oiled. Air cleaner on carb. with clamp and wing nut hand tight.	1. Unscrew wing nut 2. Lift off cover 3. Lift out element 4. Loosen clamp and remove pan. 5. Soak clean cloth in solvent 6. Wipe dirt out of pan and off cover with cloth. **7. Place element into solvent and swish around until all dirt is removed.** **8. Hang element up sideways until all solvent is drained from element.** **9. Dip element into clean oil.** **10. Hang element back up and let excess oil drain.** **11. Put pan on carb. and tighten clamp.** **12. Set element in pan** **13. Put on cover** **14. Tighten wing nut**	Solvent is flammable. **Do not smoke while handling solvent.** **Cleaning solvent can be any type of mineral sprits** **Oil goes only into the element.**	Clean cloths **Oil SAE 30** **Pliers** **Solvent**

TASK: SERVICING CARBURETOR AIR CLEANERS Cont.

PRODUCTS:	PRODUCT STANDARDS:	STEPS OF PERFORMANCE:	NEED TO KNOW:	TOOLS and EQUIP.:
CLEANED POLYURETHANE	No longer than 8 Min. Must be free of all dirt and sponge slightly oily with clean oil. Air cleaner on carburetor with clamp and wing nut hand tight.	1. Unscrew wing nut 2. Lift off cover 3. Lift out element 4. Loosen clamp and remove pan. 5. Soak clean cloth in solvent. 6. Wipe dirt out of pan and off cover with cloth. 7. Pull sponge out of element screen. 8. A) If sponge will not come out put whole element into solvent and swish around until all dirt is removed. B) If sponge comes out of element screen wash it in the solvent by squeezing until clean. 9. Put sponge or whole element into clean oil and let it soak. 10. Squeeze out excess oil or hang element up sideways to let excess oil drain. 11. Put sponge back in screen if it is out. 12. Put pan on carb. and tighten clamp. 13. Place element in pan 14. Put on cover 15. Put on wing nut and tighten	Solvent is flammable. Cleaning solvent can be any type of mineral sprits. Do not smoke while handling solvent. Oil goes only into the element.	Clean cloths Oil SAE 30 Pliers Solvent

REPORT ON THE DRAPER MATERIALS DEVELOPMENT UNIT
2/1/66

Field-test completed

1. Recognizing Electrical Circuit Symbols (2 books)
2. Introduction to the VOM
3. Soldering Electrical Heads
4. Introduction to Electricity (Book I)
5. Tools and Areas of the Haircut
6. Servicing Carburetor Air Cleaners
7. Mixing Mortar
8. Applying for a Job
9. * Introduction to Letter Writing
10. Estimating Brick Courses
11. *Estimating Building Materials
12. Review of Estimating

Ready for field-testing by Feb. 15, 1966

1. How an Auto Runs
2. ** How to Make $50,000
3. Working with Decimal Numbers
4. The Barber's Four Steps
5. Recognizing Electronic Symbols
6. Testing a Simple Circuit
7. How to Read a Ruler

In Analysis

1. Floor Elevation of a Building
2. Rules of Parole
3. Working with Fractions (7 books)
4. Introduction to Electricity (Books II & III)
5. Guide for VOM
6. Guide for Haircut

Planned

1. Barber's Theory (several books)
2. Building Layout
3. Weights and Measurements
4. Manners and Grooming

Tentative

- Materials for teacher training
- Personal-social development package
- Materials for Distributive Education

* Additional field-tests indicated on basis of revisions

** An experimental "motivational program" to motivate students to seek education and training

Results of Installation of the "Recognizing Electrical Symbols" Program Into the Curriculum of the Radio-T.V. Repair Class

NAME	PRETEST (November 30)	POSTTEST (December 2)
Raymond Smith	16%	96%
Robert Abercrombie	18%	100%
Irwin Holmes	18%	94%
Dennis Galston	12%	96%
Charles Townsend	64%	100%
Jerry Derby	6%	99%
Randell Thornton	8%	96%
Johnny Reeves	11%	87%
Steve Wilson	24%	96%
James Garner	12%	95%
Carson Kelsoe	6%	72%
Otis Broome	None	94%

Results of Installation of "Tools and Areas of the Haircut" Program Into the Curriculum

CLASS: Barbers

CHARACTERISTICS: Homogeneous experience, one month training

	NAME	PRETEST	POSTTEST
1.	James Miller	50%	100%
2.	Bobby Thomas	40%	100%
3.	James Johnson	60%	100%
4.	Charles Pounds	40%	100%
5.	Ronald Cassidy	30%	100%
6.	Thomas Johnson	0%	100%
7.	Currin Dean	0%	89%
8.	Harland Dickerson	40%	100%
9.	Bob Singleton	37%	89%
10.	Bud Wingert	40%	100%
11.	Earl Tisdale	37%	100%
12.	James Dillard	50%	100%

WENONAH STATE VOCATIONAL TECHNICAL SCHOOL

PHONE 787-2633 • ROUTE 10, BOX 474 • BIRMINGHAM 11, ALABAMA 35211

January 3, 1966

Mr. John M. McKee
Vocational Experimental -
Demonstration Project
Draper Correctional Center
Elmore, Alabama

Dear Mr. McKee:

Thank you for the summary of your field test.

We were happy to have been asked to participate.

The materials you requested are enclosed. If we may be of any further assistance, please feel free to write us.

Very truly yours,

T. A. Lawson

T. A. Lawson
Director

TAL:dj

10-F

AIRPLANE DIVISION - WICHITA BRANCH

May 25, 1965

RHM/LS:ed

Mr. J. H. Harless
Chief Programmer
Draper Experimental - Demonstration Project
Elmore, Alabama

Dear Sir:

During the recent NSPI convention in Philadelphia, a member of our organization had the opportunity of hearing your presentation "Making Sow's-Ear-Writers into Silken Programmers." Your experiences in applying the Mathetical system to the preparation of programmed materials is viewed with great interest by us.

Our effort to apply the Mathetics approach also has been handicapped by a lack of basic reference books and Mathetical programs which could be used for study purposes. For this reason we would appreciate the opportunity of studying some of your programs if they are available for purchase. Also, do you know of a good basic reference book that explains the Mathetics approach in detail?

If materials are available, please advise regarding costs prior to mailing.

Any assistance that you may give us is sincerely appreciated.

Yours verly truly,

THE BOEING COMPANY
Military Airplane Division-Wichita Branch

Ray H. Mitchell
Training Director

L. W. Lidwell
205 Northview Drive
Randolph AFB, Texas, 78148

July 16, 1965

Mr. J. H. Harless
Chief Programmer
Draper Correctional Center
Elmore, Alabama

Dear Joe:

I spoke to you at the NSPI convention about the possibility of obtaining a copy of some of the programs produced under your supervision at Draper and your method of training programmers in the mathetical concept.

I recall that you expected to complete a project on the latter sometime in July and that you suggested that I contact you at this time.

Any information or sample programs that you could pass on to me would sincerely be appreciated.

Thanks.

Sincerely

L. W. LIDWELL

12-F

J H Harless
Draper Experimental-Demonstration Project
Draper Correctional Center
Elmore, Alabama

Dear Sir:

I read with interest your account of the programmer-training project at the Draper Correctional Center which was published in the NSPI Journal for December 1965--only seven months after your presentation at the annual National Convention of NSPI last May.

Your concentration on the Methetical system of program preparation was of particular interest to me. I've been personally very much attracted by the methetics programming "concept". However, I've been able to obtain practically no information or background on methetics. I have read the Gilbert articles in the Mathetics Journal--in the first two issues, I believe--and found them very difficult to read, understand, and most of all, very difficult to apply in the production of a methetics program.

I would appreciate your help, as a person deeply involved with the methetics approach, in obtaining a listing of source materials, bibilography, or leads to follow-up in this field.

Additionally, I'd appreciate obtaining some of the methetics materials your group has prepared at Draper. I have a 550 frame linear program on the slide rule, and a 300 frame program on exponentional notation that I'd be pleased to exchange with you. These are currently published by W H Freeman & Co. as a part of the CHEM Study program for high school chemistry--in case you've heard of this new course. If you're already "loaded" with programs form "others", I'd be pleased to pay the cost of receiving some of your materials. Of greatest interest to me, and possibly ready now, would be the following programs which were mentioned in your presentation:

Extracting Square Root
Self-Instructional Guide for Matheticists
How an Auto Works

I'm assuming that the first of these is "reversed-chained". If none of these are, please add one which is.

Best wishes,

Eugene Roberts

Eugene Roberts
Chemistry Department
City College of San Francisco
San Francisco California 94112

27 December 1965

7-13-F

[illegible] · PLEASANTON, CALIFORNIA 94566 · [illegible]

January [illegible]1, 1966

Mr. J. H. Harless, Chief Programmer
Draper Experimental - Demonstration Project
Elmore, Alabama

Dear Mr. Harless:

Your article, "Silken Programmers from Saw's-ear Writers," appearing in the NSPI Journal, December, 1965 was read with great interest. Our student population would seem to be similar to yours and our condern for an individualized program is shared by all who are involved in assisting with the learning process. The vocational training areas here at Parks are not the same, with the exception of automotive. However, the areas of personal development, assistance toward "standard" language, written and verbal, etiquette etc. are the same in our curriculum as in yours.

I would very much appreciate any copies of your curriculum "packages" that we might buy or borrow. You have approached the problem, through mathetics, and perhaps in the way the objectives of a remedial program can best be achieved.

Very truly yours,

Bob Curry
CURRICULUM COORDINATOR
BASIC EDUCATION DEPT.

bc/fb

Opportunities Industrialization
327 S. 13 St
Philadelphia, Penna.

Mr. J. H. Harless
Chief Programmer
Draper Experimental Project
Elmore, Alabama

Dear Mr. Harless:

I enjoyed your talk recently at the NSPI convention in Philadelphia. I am especially interested in the techniques you used to train your programmers in the Mathetics method of program preparation. I have a task similar to yours of training programmers of relatively low ability and educational background.

I also have a problem similar to yours in your initial stages, of finding materials written for the training of matheticists. I find that the local public library does not carry the Journal of Mathetics. Other sources have been Journal rather than specific.

I am therefore especially interested in the programming guide for matheticists which your group is preparing. When will it be possible to purchase a copy? Will it be soon? If not, can you suggest other sources of information about, or specific references which describe the mathetics procedures? You mentioned some mathetics programs your people studied as part of their training. Can you tell me what they are and where to obtain them?

I shall certainly appreciate any help you can give me. My organization provides vocational training and basic education for unemployed adults. It is at present a locally and community sponsored group.

Sincerely,

Ellen Ordal
Programming Director

Appendix G

FOLLOW-UP DATA

Staff Members' Report
on
Informal Follow-up Contacts

Auto Service Station Mechanic Instructor: "One former student who was trying to find a job in a different locality called me. I have learned indirectly that another of my former students has returned to prison and a third has lost his job for stealing from friends, customers, and his employer.

"Their problems indicate a need for further help after they leave Draper."

The Barbering Instructor had contact with ten of his former students by letter, phone, or in person.

"These men seem to have the most difficulty with their personal lives.

1. women
2. how to live on their salaries
3. how to establish themselves in the social life of the area where they live and work

"Too many seek companionship with other ex-inmates from Draper. They are slow to trust free-world people."

The Electrical Appliance Repair Instructor has taken some of his students to church, one to his cottage at the lake, and has had several to visit in his home where they watched television.

"One student is looking for another job because he is getting only part-time work. This time of the year is off-season for the appliance repair trade.

"Another graduate has married. The instructor met his new wife who works with the state. She seems to be a nice girl.

"One trainee left his job because he was not paid the promised salary. He left before the problem could be cleared up. Although he has had two or three different jobs, he is now selling cookware.

"Most of my contacts with former trainees have been through conversations with them. Generally, my evaluation of our graduates' adjustment to the free world is good. As reflected to me, their major area of unrest is dissatisfaction with the amount of money they receive for their services."

The Historian lives next door to a boarding house where one parolee lives and receives occasional "pop-call" visits from him. During two such visits, he reported a job change and introduced his new girl friend.

He frequently expresses an admiration for the apartment building and relates his desire to have an apartment for himself.

The Placement Officer and other staff members invited and called for parolees to have Thanksgiving dinner with their families.

The Remedial Instructor talked briefly with four of our graduates.

"The placed trainees as a group appear to be fairly well adjusted to life in the free world. Their major areas of concern are: Money and Women. I feel that more stress should be placed, possibly in the supplementary class, on what type of jobs they can expect to obtain, an idea of how much they will be paid for their services, and a realistic evaluation of what type of life they can lead."

The Technical Writing Instructor has had contact with three of his students who have been placed in jobs on a weekly basis. All are functioning well in their jobs and the only difficulties that have been noted are that all graduates report they are having trouble with financial matters.

The Technical Writing Instructor served as host for the staff Christmas party to which he invited all parolees in the Montgomery area.

The Supplementary Instructor had Christmas cards sent by the staff to all former students for whom we had addresses. The staff received a few Christmas cards from parolees.

Vocational Experimental-Demonstration Project
Draper Correctional Center
Elmore, Alabama

JOHN M. McKEE, PH. D.
PROJECT DIRECTOR

DONNA SEAY
ASSISTANT PROJECT DIRECTOR

December 20, 1965

Dorchester, Massachusetts

Dear Mrs. ,

The Vocational-Demonstration Project is making an attempt to locate all former graduates. An effort was made to contact your son, during this month, and it was learned that he was no longer in this state.

We are still interested in , and his welfare and would like to help him remain a free man. Since we don't know his whereabouts, you are our only contact.

If you will fill out the attached questionnaire and return it to us, it will be greatly appreciated. Enclosed is a self-addressed envelope for your convenience.

Sincerely yours,

Jim D. Morrison
Follow-Up Counselor

JDM:msm

Enclosure

January 20, 1966

Mr. and Mrs.

Jacksonville, Florida

Dear Mr. and Mrs.

I have recently learned that your son, , has left the Montgomery, Alabama, Area without proper permission from his parole officer, and his present whereabouts are unknown at this time. I am writing you to determine whether or not you have had any contact with him recently or whether he has returned to Jacksonville to live.

It is most imperative that return to Montgomery, Alabama, and report to Mr. Elmo Graves, his parole officer. I have talked with Mr. Graves, and he has told me that if returns to Montgomery prior to February 1, 1966, that he will attempt to work with him and straighten out his difficulties. If Andrew does not return by February 1, 1966, he will be declared a parole violator and his parole time will stop; and once apprehended, he will be returned to prison.

I will be looking for a return letter from you, and I hope, information as to his whereabouts.

Sincerely yours,

Jim D. Morrison
Follow-Up Counselor

JDM/msm

cc: Mr. Elmo Graves
Montgomery County Court House
Montgomery, Alabama

A CASE STUDY

David was paroled about seven months ago. He was first employed as a barber in the ______ Barber Shop, ______, Alabama, where he earned approximately $60 per week. The parole supervisor found for him lodging other than his first home program because the boarding house where he first lived was unsuitable.

David was later offered a better job by an employer who operated a large barbering concession, a move which was approved. He was visited by the Personal Counselor on September 8. His employer told the Counselor, "David is a very desirable, conscientious, and ambitious employee. I am enthusiastic with regard to his future as a barber."

David, too, seemed happy and was apparently getting all the work he could handle. He listed "breaking habits he formed in prison" as the greatest problem he was encountering at the time. His indebtedness was less than $50, and he was working over 40 hours a week for which he earned from $76 to $100. Food, room, clothing, and tools were an expense to him of approximately $55 per week. He spent his leisure time in sports activities or going to the movies. He was dating only one girl, yet he had made quite a few friends without prison records. He was completely satisfied with his job and fairly well satisfied with his new boarding house.

During this first follow-up visit, David assured the Counselor that his marital difficulty had been handled satisfactorily in that he had on two occasions been permitted by his former wife (who had remarried) to see their child. (These privileges were secured for him while he was in the training program.)

On December 17, the full-time Counselor visited David again. Jim Morrison had been the parole supervisor in the county to which David was paroled and had full knowledge of David's case before he began to visit him in a follow-up capacity. We quote from his report:

"David brought his 'biggest mistake' to the parole officer--one Danya Dennis, divorcee and prospective bride--and asked permission to marry her. He was stalled for about a month, but was later given permission to marry. David and Danya have experienced one domestic problem after another. Danya first signed a warrant on David for 'using a car without the owner's consent,' then for assault and battery. She withdrew the warrants when David agreed to certain conditions made by her. She has signed a total of seven warrants against him since their marriage--three for assault and battery, two for disorderly conduct, the aforementioned warrant, and the one for destruction of property. She has also withdrawn all except the assault and battery and destruction of property warrants.

"She called me when I was parole supervisor and asked that the warrants be dropped. I told her that I would not agree to this; since she signed the warrants, she should go ahead and testify against David.

"I also told her I was not going to continue having warrants signed on David with no action taken. As a result she appeared in court and testified against him."

During David's supervision period the Follow-up Counselor made several attempts to keep him away from his wife. But when he didn't want to see her, she would contact him; and when she didn't want to see him, he would contact her. The destruction of property alleged by his wife was that he kicked the windshield out of her car. The Counselor later saw her car, and there was a hole in the front windshield about the size of a frying pan. He also learned that Danya had signed a total of 21 warrants against David and her former husband during the 1965 year.

At the time of the second visit David was working for a third employer. Although his former employer had been pleased with David's work, he had to fire him because his domestic affairs were interfering with his work. In the third job David was earning $65 per week, but his indebtedness had now climbed to over $500, a good portion of which he assumed for Danya.

David pled guilty to the two misdemeanor charges and the false pretense charge and was put in the ________ County Jail. Time and time again during his supervision period, he was given possibly more chances than he deserved. He did not respond to any suggestions or advice given to him by the Counselors or the parole supervisor; therefore, the Counselor recommended that his parole be revoked and that he be returned to the penitentiary.

David is one of our ten "returnees."

Appendix H

EVALUATION

QUESTIONNAIRE CONCERNING RECIDIVISM

In dealing with statistical data concerning recidivism, we have not been able to come up with a clear-cut definition. We realize that this has been a problem for quite some time, but we are primarily concerned with obtaining your expert opinion and then drawing conclusions as to how we should treat the word statistically.

Below are several situations. Please react to each situation by circling YES or NO- - depending upon your feeling as to whether the situation indicates that recidivism is involved. After you have answered all situations please go back and make any remarks or reservations that you deem necessary.

YES NO Situation 1. According to Webster's Dictionary recidivism is "the falling back into prior criminal habits, especially after punishment." Do you agree?

REMARKS OR RESERVATIONS: ______________________

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YES NO Situation 2. A parolee technically violates parole, but does not commit other crimes. He is returned to prison. Is he a recidivist?

REMARKS OR RESERVATIONS: ______________________

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YES NO Situation 3 A parolee commits a misdemeanor and receives a 30 day jail sentence. His parole is not revoked and he does not return to prison. Is he a recidivist?

REMARKS OR RESERVATIONS: ______________________

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YES NO **Situation 4.** A prisoner escapes from prison and is apprehended six months later and is returned to prison. He receives an additional one year and one day sentence. Is he a recidivist?

REMARKS OR RESERVATIONS: ______________________________

YES NO **Situation 5.** A man commits several consecutive crimes (felonies) and receives several consecutive probationary sentences. Eventually he is sentenced to prison. Are his prior commitments classified as recidivism?

REMARKS OR RESERVATIONS: ______________________________

YES NO **Situation 6.** A man has just completed a prison sentence. He is released, commits more crimes and receives additional prison sentences and is returned to prison. Is he a recidivist?

REMARKS OR RESERVATIONS: ______________________________

YES NO **Situation 7.** A man has just served his full sentence. He is *not* under parole supervision. He commits a misdemeanor and receives a 30 day suspended sentence. Is he a recidivist?

REMARKS OR RESERVATIONS: ______________________________

YES NO Situation 8. A man is serving a three year prison sentence. After serving one year he is taken back to court and tried on a prior commitment (holdover). He receives a prison sentence which is to run consecutively with his current sentence. Is he a recidivist?

REMARKS OR RESERVATIONS:

YES NO Situation 9. (Refer back to Situation 8). He receives a prison sentence to run concurrently with his current sentence. Is he a recidivist?

REMARKS OR RESERVATIONS:

YES NO Situation 10. A boy is committed to a Boy's Industrial Home or to the Juvenile Detention Home, etc. He is released; later as an adult he commits a felony and receives a prison sentence. Is he a recidivist?

REMARKS OR RESERVATIONS:

YES NO Situation 11. A man serves a sentence in a state penitentiary and is released. He commits a federal crime and is sentenced

to a federal penitentiary. Is he a recidivist?

REMARKS OR RESERVATIONS: ____________________